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A PERIODICAL OF SCHOOL ADMINISTRATION



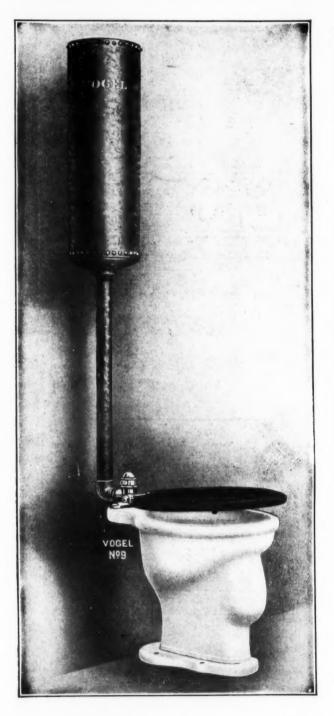
May, 1927

THE BRUCE PUBLISHING COMPANY

MILWAUKEE, WISCONSIN

VOGETA I

Number 9 Automatic School Water Closet



This closet is made to stand the rough usage of the school water closet.

Economical in the use of water.

Seldom requires repairs.

Easy of access when repairs are necessary.

The simplest and most durable automatic water closet.

Many Thousands in use.

Sold by Wholesalers of Plumbing Supplies Everywhere

JOSEPH A. VOGEL CO.

Wilmington, Delaware

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1+2=



Natural Slate Blackboards! What other equipment will endure the ravages of hard service and wear for three-quarters of a century? What other material will last longer than the building itself?

Natural Slate Blackboards are giving similar service in all parts of the country. Their first cost is their only cost. That's why school authorities, architects and builders in most every case insist on Natural Slate Blackboards.

What better proof of permanent service than this 75 year old school building and its Natural Slate Blackboards?

NATURAL SLATE BLACKBOARD CO. PEN ARGYL, PA.

Clipped from Norristown Times Herald
August 20, 1926

Blackboards 'As Good as New'
After Service 75 Years

WHEN the pupils of the Cherry
street school building, the
oldest school house in use in
oldest school they will be greetin September they will be greetnouse has stood the test of time
house has stood the outside walls
Repainting of the outside walls
has given it a spic and span appearance.

has given it a spic and span appearance.

The school board in inspecting the equipment of the four-room school house built 75 years ago, school house built 75 years of the slate boards and after the pert was obtained and after the pert was obtained and after the boards were properly cleansed boards were properly discovered and 75 years of chalk dust covering removed it was discovered ering removed it was good as new and better

5×7=35

When Hundreds of Prominent Schools Install Johnson System of Heat Control There Must Be Important Reasons Why

The hundreds of schools in all parts of United States and Canada that include Johnson System of Heat Control present two conclusive facts for your consideration: that automatic temperature regulation is accepted as essential, practical and efficient; that The Johnson is the preferred system. Names of those schools, their architects and builders will be furnished on request.



Dual Thermostat Control

Automatically controlling each school room constantly and correctly at the degree of temperature required during school hours, regardless of outdoor weather changes: Johnson Dual Thermostat System supplies a night time fuel economy as well. At the close of school for the day, operation of a wall



switch turns off the heat in all of the rooms, save those to be used at night: for night classes, meetings, etc. Next morning the same wall switch operation turns on the heat in all of the rooms again for the day. A day and night heat control convenience and fuel economy factor of invaluable worth; and definitely essential.

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Main Office & Factory: MILWAUKEE, WISCONSIN, U.S.A.
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TWENTY-NINE BRANCHES UNITED STATES & CANADA

JOHNSON SYSTEM OF TEMPERATURE AND HUMIDITY CONTROL

The All Metal System



Thermostat System

KEWANEE STEEL Riveted BOILERS

Every Kewanee Boiler is built of steel (riveted); it is sturdy enough to outlast the building it heats—without any repairs worth mentioning. The firebox is correctly designed to extract all the heat from the fuel. And the boiler is correctly proportioned to use all that heat.

These Kewanee features mean Low Heating Cost—an item far more important to the owner than the first cost of the boiler.

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We could do a lot of things to reduce the price of Kewanee Boilers. But we would have to take out of them something proved by 35 years experience to lower heating costs. So we won't do it.

That's the reason Kewanee Boilers have made such enviable records for enduring serviceability at low cost.



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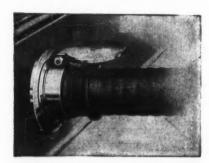
Kewanee, Illinois

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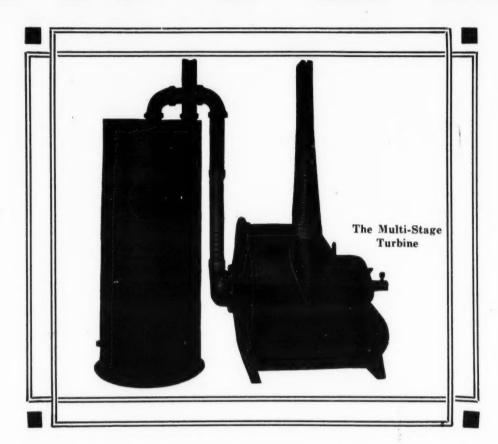
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Central Cleaning System



Spencer patented inlet valve in baseboard with hose attached. Note that hose is held in place by the cover, a feature exclusive to Spencer.



Spencer Central Cleaning Systems for school buildings have been especially developed to meet the exacting requirements of this particular type of service, and represent, without question, the most thorough, efficient and economical method of cleaning the modern school.

A system of rugged construction, thoroughly perfected in every essential, the Spencer is a machine of great simplicity and durability. There are no valves, belts, chain drives or other complicated mechanisms requiring constant adjustment and repair. The cleaning appliances and tools are few, simple and strong — all wearing surfaces, easily, quickly and inexpensively replaced.

The Spencer System has met with the approval of architects and engineers throughout the entire country and has been adopted for a greater number of important buildings than all other systems combined. Over 1,200 installations in schools alone is convincing evidence of Spencer popularity.

The recommendations of our Engineering Department may be obtained on any cleaning problem without cost or obligation.

Write for list of school installations and complete data regarding Spencer equipment.

The Spencer Turbine Company

HARTFORD,

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Belmont High School, Los Angeles, Calif., D.S Reynolds, Mechanical Engineer, L. Z. Brown, Steamfitter. Two No. 822—10000' Pacific Oil Fixed Bollers installed.

Jefferson High School, Los Angeles, Calif., Allison & Allison, Architects. Two No. 814—4500' Pacific Oil Fired Boilers installed by F. J. Donnelly, and one No. 814—4500' Pacific Oil Fired Boiler installed by I. M. Eurace.

Los Angeles Metropolitan Area 33 Pacific Heated Schools

Architects and engineers in California have long been familiar with the special requirements of oil-burning boilers. And, with years of experience, it is particularly significant that they have chosen Pacific Steel Boilers for heating 22 school buildings in the City of Los Angeles alone. Including Pasadena, Glendale, and other nearby cities, the total is 33.

Pacific oil-burning boilers of the rear-fired or "backshot" type possess the special advantage of a four-time fire travel, found in no other type of boiler. The gaseous products of combustion travel twice the length of the firebox before entering the lower bank of tubes, then twice the length of the boiler through the tubes. Thus a maximum amount of heat is utilized in making steam and not wasted up the stack.

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The ever increasing use of Von Duprin latches is due to the growing conviction that = with devices on which human life may depend = nothing less than the best is good enough.

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1852 Anniversary 1927





Lambuth College, Jackson, Tenn., Equipped with Columbia Window Shades on Columbia Wood Rollers. R. A. Heavner, Architect.

Do you take your daylight straight?

Three ways to serve daylight in a school:-

Straight—which means that you allow floods of dazzling glare to come streaming into the rooms through unshaded windows. This extreme brightness causes eye and nerve strain—makes rooms unsuitable for study. You'll join us in vetoing straight daylight.

Weak—which means that you drape your windows in dark-colored, old-fashioned shades which admit only trickles and driblets of daylight. And while free daylight is clamoring to get in, somebody is footing the bill for expensive artificial light. You'll agree that weak daylight is bad economy.

Filtered—which means that you tone daylight by means of translucent tone-color window shades. All glare is filtered out by these soft pastel colors. Yet the result is not gloomy—far from it. Plenty of light—a warm, mellow illumination—passes through, greatly increasing the restfulness of every room. You'll join us in putting "O.K." next to filtered daylight.

All right—next time you buy window shades specify "Columbia Window Shades and Rollers."

The rest is easy. The wide variety of artistic tone-colors in which *Columbia* Window Shades are manufactured makes it easy to select a color that will harmonize with the exterior and interior of any hospital. The silent, smooth-running *Columbia* Roller is the easiest thing in the world to operate.

And how's this for easy, inexpensive maintenance:—A recent survey of *Columbia* installations showed many installations where the annual upkeep cost is averaging only 25 cents for each one hundred dollars of original investment.

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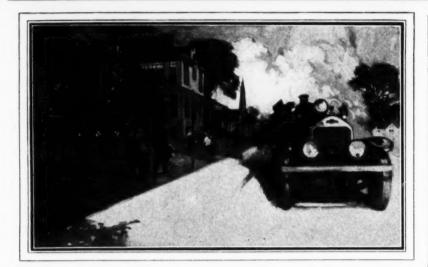


Window shades ought to pull up and down easily and silently. When mounted on Columbia Rollers they always do. An exclusive Columbia device, which makes the roller self-lubricating, insures that smooth, clock-like operation so essential in school equipment.

Your Time Saver

You can save time and trouble by using the "Standard Specification for Window Shades," which we'll gladly send on re-
quest. A specimen roller and samples of Golumbia Cloth are sent with the specifi- cation. Just fill in coupon and mail to
The Columbia Mills, Inc., 225 Fifth Ave., New York.

Columbia Window shades



Keep the Children Safe!

With Cyclone Fence enclosing schoolgrounds, the coming and going of children is orderly and controlled. They enter and leave the grounds through established gateways, located at points of greatest safety. During play periods they are prevented from dashing into busy streets. Cyclone Fence keeps them out of danger.

Cyclone Fence also influences the movements of traffic at schoolgrounds. Motorists soon learn the location of exits and exercise special care in driving past these points. Automobiles and trucks that jump the curb are stopped at the fence line. Cyclone Fence is strong and sturdy to withstand great impacts. It's the fence for maximum protection at schoolgrounds—the only fence made entirely of Copper-Bearing materials.

To School Boards: Automobile traffic is constantly growing and danger at exposed schoolgrounds is daily increasing. It is the duty of every school board to make education safe. Take action now. Install Cyclone Fence during the summer months, when the work can be handled without interruption and at minimum cost.

Write nearest offices for Cyclone Catalog and complete information.

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FOR SCHOOLS AND PLAYGROUNDS Cyclone Wrought Iron Fence. Built in a variety of standard designs; also in special designs from architects' drawings.

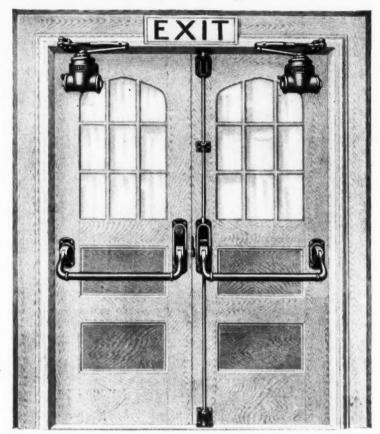


Cyclone Invincible Fence. Extension arms, carrying three barbed wires. Standard height, 7 ft. Built in heights up to and including 11 feet.

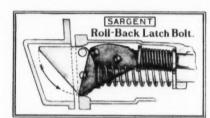
New York

THE ONLY FENCE MADE ENTIRELY OF COPPER-BEARING MATERIALS - FOR MAXIMUM ENDURANCE

A new fire-exit latch bolt that can't be jammed



Not even the pressure of a panic-driven crowd make the Sargent roll-back latch



School officials, who are responsible for the protection of the lives of the pupils and are anxious to make proper provision for quick exit in case of fire or panic will be interesed in this new development which has become the standard Roll-Back action for

SARGENT

Fire Exit Door Bolts.

The improved action is shown by the detailed drawing. The Cross Bar does not withdraw the bolts, but releases the deadlocking mechanism, allowing the bolts to be rolled back into the case of the lock as the doors are pushed open.

Security.

The Latches provide complete security and prevent entrance from the outside of the building when the school is not in session, while they can be arranged to permit entrance during school hours if desired.

Quick Exit At All Times.

is provided and in case of necessity the doors can be instantly opened by slight pressure on the handle Bars at any point.

Door Closers

close the doors, during their day by day use, quickly and quietly, the application shown in the illustration with the Sargent special foot (No. 35) being particularly desirable.

Pamphlet illustrating and describing Fire Exit Door Bolts will be mailed upon request.

> Sargent Fire Exit Door Bolts, Locks and Hardware are sold by representative dealers in all cities.

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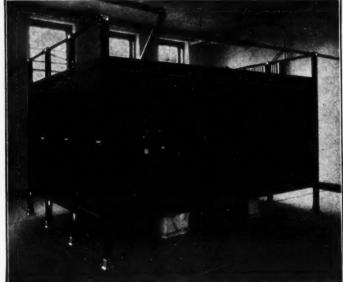
WHERE COMFORT is essential to continued patronage—where thousands of dollars depend on assured heating at every performance—where heating equipment must show low operating cost—in the newest and finest playhouses—you will find Heggie-Simplex heating boilers in use. The most modern and highly perfected of heating equipment—in the most modern and highly developed of public buildings!

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Your school toilet and shower partitions demand these 5 important quali-

- (1) Sanitation. The design must be free from dirt-catchers and easy to clean, the enamel must be vitreous.
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- 3. Non-scribbling surface. Pencil marks should be illegible.
- (4) Adaptability. Standard unit construction to fit any layout without waste
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Sanymetal School Partitions possess all these advantages. Compare Sanymetal point for point, with any other metal partition made - you'll realize the difference.

Write for Catalog 15.

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1703 Urbana Road Cleveland, Ohio

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.. save time. labor!

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Liqua-Sah Liquid Soaps Liquid Scrub Compounds Disinfectants 6)he

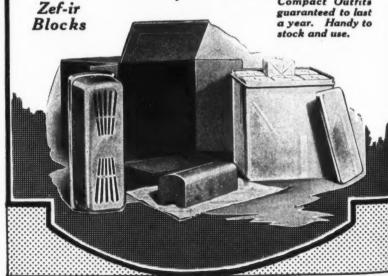
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The Univent is endorsed by school authorities as the most flexible, economical and effective ventilating system known. Thousands of schoolrooms enjoy its benefits. Don't buy any ventilation system at any price until you know the vital ventilation facts that affect the welfare of children and teachers. Write for our book on Univent Ventilation. It is brimming with facts that every one interested in better ventilation should know.

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A complete panel designed schools and Colleges which have physical, chemical, or electrical laboratories and lecture rooms.

The instruments, wiring, and arrangement of the panel shown above have been based solely on the requirements of school laboratory work and the unit method of construction allows the making up of large or small panels to meet any requirement.

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It Hung in a Window that Rellected the Red Glare of the Big Chicago Fire

An actual photograph of a Hartshorn Roller that has ttartsborn Roller that has seen a full half-century of ser-vice. Note the tack marks showing the number of differ-ent shade cloths it has rolled up and down during its long and useful life.

HIS veteran Hartshorn Roller had rounded out a full year's service in a Chicago West Side home before Mrs. O'Leary's cow kicked over the lantern that set the city ablaze.

Because the wind blew toward the East that fateful night, the roller was preserved for fifty-six years more of active service. It came down just a few short months ago, looking its age of course, but with years and years of vigor remaining in its old main spring.

An interesting record—but not remarkable for Hartshorn Rollers. Just a typical instance of the quality that Hartshorn has built into shade rollers since 1860.

Hartshorn Rollers are as desirable for schools as they are for homes. Their quiet operation leaves the teacher free to teach and the pupils to concentrate on their work. Ask your dealer to show you Hartshorn Shade Cloths in a wide range of serviceable colors.

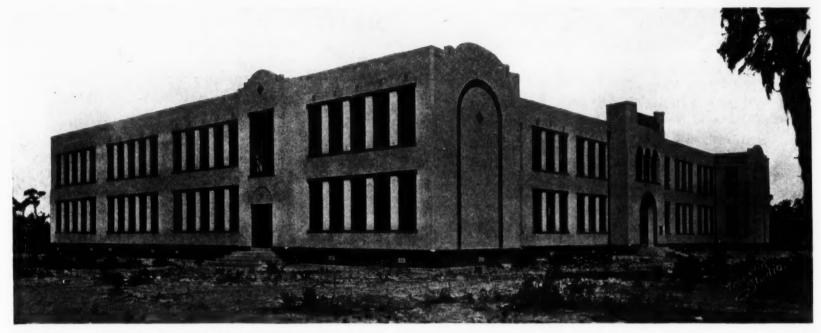
STEWART HARTSHORN CO. 250 Fifth Ave., New York

Hartshorn Shade Cloths mounted on the Harts-horn Rollers, with No. 86 or No. 87 double brackets, are ideal for schoolroom use. The double bracket feature solves the vital problem of light and air control. alshorn SHADE **PRODUCTS** Established 1860

A shade is only as good as its roller

MADE BY THE MAKERS OF HARTSHORN SHADE ROLLERS

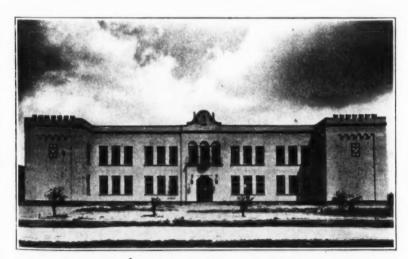
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Serving Grays



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Advantages

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Foods can't get into the
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Simply wash with soap
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Won't soil linen, table tops and counter rails, etc.

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Rich, lustrous, mirrorlike appearance is entirely in keeping with
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Attention!

It will pay you to nickel plate your Aluminum by the Permalium Process. Write us for details of licensing proposition.

NO steel wool or abrasive powders are necessary to maintain the bright, rich looking, mirror-like appearance of Permalium Serving Trays. The non-porosity of the nickel coating absolutely prevents the entrance of foods or liquids into the pores of the metal. For a thorough cleaning simply wash these trays with soap and water.

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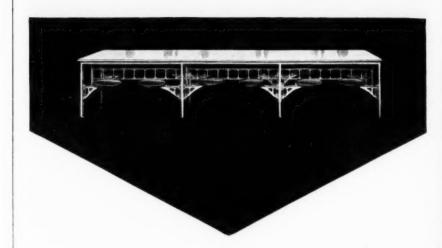
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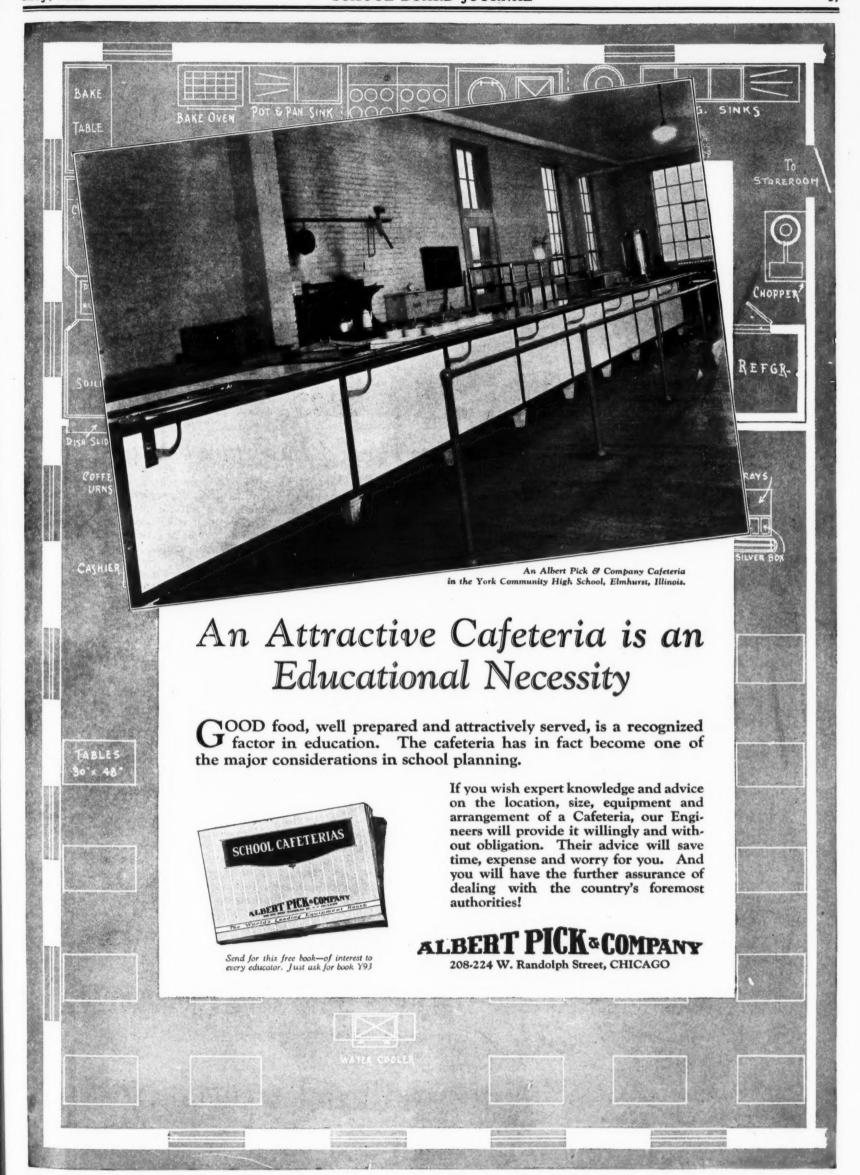


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Hygienically correct. Movable. Adjustable for any height. Swivel Chair. Specially adaptable for high school use. Permits of flexibility in seating arrangements. In harmony with the present tendency to get away from strict rig-idity in classrooms. Helps socializa-tion. Promotes student individuality.



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Illustrating and explaining in detail our complete line of High School Seating Equipment. A handy book to guide you in selecting proper seating for high schools. Free to superintendents, principals and all buyers of school seats. Write your free copy today.

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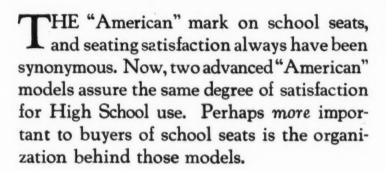


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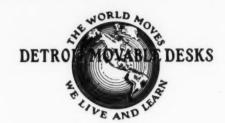


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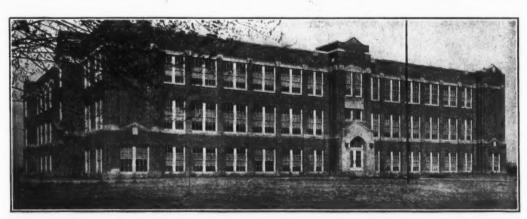


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School Cafeteria equipped with Gunn Lino Tables



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for Teachers

"Lino" Tables

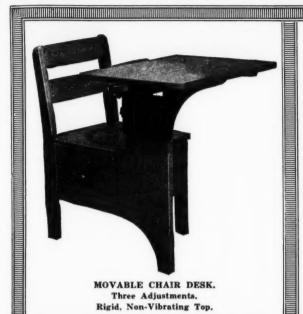
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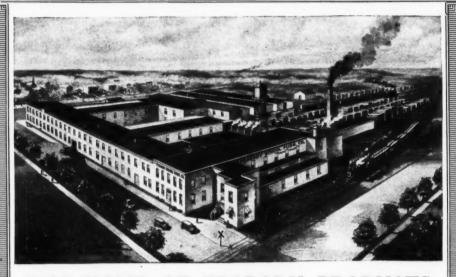


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Noiseless Folding Seat. Semi-Steel Standards.



SANITARY ADJUSTABLE DESK.
Adjustable Seat and Top.
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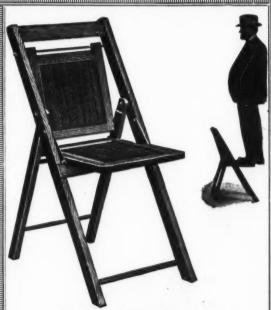
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The exclusive construction features and its faultless design make the Imperial a desk that will nobly withstand the hard uses to which it may be subjected. School officials throughout the country, when they specify "Imperial," are positive of getting the maximum of service and satisfaction from their desks. These desks of extreme sturdiness will endure long after others have been scrapped.



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UNSURPASSED FOR SCHOOL USE

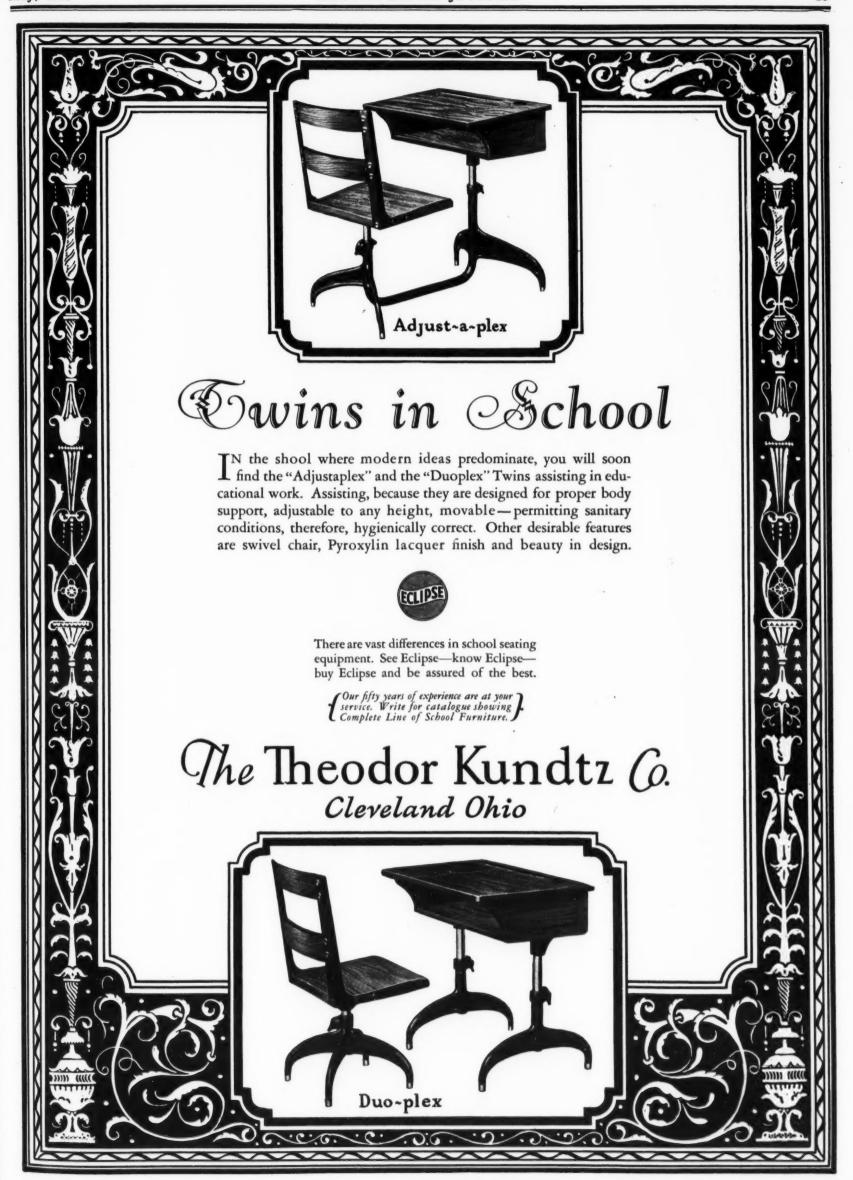
In the schoolroom where furniture receives bangs, smashes and misuse, the "VIKING" All-Steel Indestructible Folding Chair is built to stand up under any of these rough treatments. The "VIKING" is built of 20 gauge steel throughout—is fireproof and cannot be bent or sprung out of shape.

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Comfort and Beauty are also combined in the "VIK-ING." With its inclined back, it insures perfect comfort, which is not to be found in any other folding chair. We have designed the fibre seat and the full upholstered seat for those who desire even more in comfort and beauty.

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Universally accepted for its unusual economy and unrivaled high quality... the standard of comparison for forty-three years... there is more Old Reliable Hyloplate in service today than all other manufactured blackboards combined.

Not long ago one of our distributors received a letter which read as follows:

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It is this kind of service, coupled with a velvet writing surface that has created a world-wide demand for Hyloplate totaling more than 42,000,000 square feet in the last 30 years.

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sells it to last 10 years or more. Easy to install...black or green. The genuine always has the trademark on the back. Write for catalog 5H, to obtain sample and detailed facts.







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Color guaranteed not to fade. Hour circle on each to indicate the time anywhere in the world. 30 styles and sizes. Write for catalog 5G.

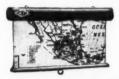
Costello Double Sewed Eraser

Sanitary, easy to keep clean. Reinforced back prevents curling up, spreading, or breaking down in use. No "pockets" between felts for dust to enter. Noth-

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Resources...Research...and Crafts-manship—three big factors that make Kewaunee Mechanical Drawing Tables incomparably better. Lasting satisfaction that school board budgets require. Better to meet classroom requirements.

Literally the accepted classroom standard, this desk challenges all comparison. For a quarter of a century of specialized knowledge has built into it the priceless ingredient.

Its popularity is attested to by thousands. Its leadership is proved...unprotested. High Schools, Colleges, Universities...wherever tested quality is paramount, there you will find this table.

"Kewaunee Means Quality in School Furniture" Write for Catalog No. 8

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ART AND MECHANICAL DRAWING ROOM FURNITURE FOR SCHOOLS AND COLLEGES

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The MARK of Good Laboratory Furniture

Behind the Wiese mark on Laboratory Furniture is a rigid quality standard—a critical selection of raw material—a combination of research and craftsmanship, with an advancement of design that is turning thousands of buyers to "Wiese" quality and performance.

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Standard in Biology classrooms. Substantially constructed to meet classroom needs. 69" long, 2' wide and 32" high. Accommodates two students at one time, both facing one way. One drawer for each of four students; cupboard for general use. Body of selected oak, golden finish. Top of birch, treated ebonacid. 25%" oak legs braced with a heavy oak leg rail. Reinforced with "Wiese" steel corner frons.

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REGARDLESS of their other points of superiority, such as coverage, opacity, flat drying, richness, range of colors, etc., here is one reason that is sufficient in itself - "PRANG" TEMPERA SHOW-CARD COLORS are based on the color circle.

A glimpse into a classroom where ordinary showcard and poster colors are being used will give the whole story of the importance of this feature. The accurate blending of colors that are not tuned with the Color Circle is very difficult, as any harassed instructor can tell.

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Insist on getting Samson Tables and prove to your own satisfaction the advantages built into these pieces. You'll like the sturdy dignity and beauty that Samson Tables will lend to your school and office.

Send for our folder illustrating the construction and more representative styles of Samson Tables for your use.

MUTSCHLER BROTHERS COMPANY INDIANA

NAPPANEE



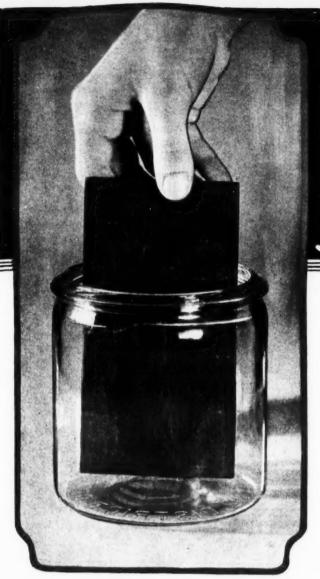
The modern Elgin method of "group instruction" solves many problems for 1st and 2nd grades. Increases seating capacity and elasticity. Makes teaching more efficient. Creates a happier, more companionable atmosphere. Is more sanitary and hygienic.

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AWonderful FINISH for School Desks!

Permanently Water-proof Practically Scratch-proof



New National Pedestal Desk

A favorite where fixed seating is required.

It has the Universal adjustment, that is, vertical and horizontal in ONE operation. To adjust it, merely loosen the set bolt and raise or lower the desk to the height desired. There is no "play" in the joint when locked.

The seat and back are shaped to conform hygienically to the human figure, and afford the maximum amount of comfort.

This is but one of many designs we manufacture.

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Soak it in water, as long as you like-

Scratch it in any way that could be possible under ordinary school usage—

You will find that you will make no impression on this remarkable finish.

A Richer, Deeper Wood Color With a Velvety "Feel"

With this new National Tannic Acid Finish, the tannic acid in the wood is brought to the surface, bringing with it the natural color of the wood. The finish is developed within the wood fibre—it consequently cannot wear off nor rub off; it will never fade nor discolor.

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It produces a soft shade of brown, very pleasing and restful.

It will harmonize with any modern interior finish.

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This process not only gives a beautiful finish, but protects the wood from injury as no other method can. Woods treated by this process wear longer and retain their original finished appearance better than with any other finish.

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We are manufacturers of complete seating for schools—famous for years as National "Seats of Comfort." In many of the large schools of the country, every seat is a "National."

Our line includes desks equipped with the famous Moeser Extended Arm, insuring correct posture and greatly increased efficiency in work.

Send for our Catalog and Circulars.

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"Famous-for Comfort"



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When the seating structure is properly received, when the back is supported in its correct position, one is comfortable. When each bone and muscle designed for use when we sit, is doing its work—and only its work—one is sitting properly.

Doctors will tell you that the Derby posture chair secures correct posture — school children will prove it. Ask the child who is sitting in a Derby posture chair if he is comfortable.

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Chairmakers for 83 years

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This is our improved "Essex" Drawing Table—the standard of the art room, classroom and studio—sturdy and well balanced.

The raising and lowering mechanism is of an improved type requiring no clamps or ratchets—it stays where you stop.

The table may be raised from a minimum of 34 inches to a maximum of 48 inches.



The Board is of oak, golden oak finish unless otherwise specified.

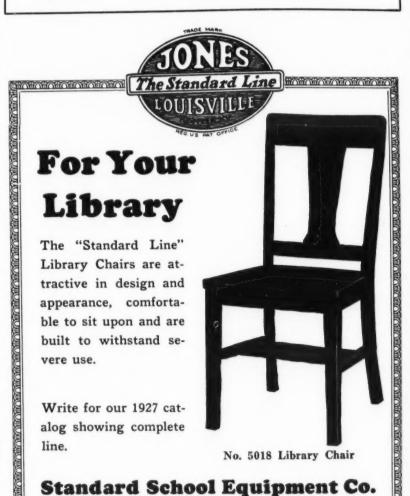
Size of board, 23 x 26" with 7" shelf automatically held in a horizontal position regardless of the angle of the board. The arm and tray with drawer is standard equipment.

We solicit the privilege of quoting on standard as well as special equipment.

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MANUFACTURERS OF MODERN SCHOOL FURNITURE.
Chairs, Desks, Tables, Bookcases, Cabinets, Dictionary Holders, Stools.

Sold through the leading School Supply Distributors

This is the H-W Combina-

trouble-proof school unit.

101 YEARS OF MANUFACTURING EXPERIENCE



The H-W line of School Seats is most complete and contains many desirable models.

BUILT FOR STRENUOUS SERVICE

THIS is the Heywood-Wakefield Combination Desk, built to stand up under the long and severe use which every school unit is bound to receive. Its construction is so simple that there is nothing to get out of order, yet so strong that it will serve for years and years with one hundred per cent efficiency. The heavy PRESSED STEEL frame work and the solid wood parts are immovably united to make a desk that evenly and easily absorbs all weight and strain.

Our seating experts will be pleased to explain why this Combination Desk also permits closer spacing without sacrifice of comfort — why it affords a more economical means of seating. These men will also be glad to offer you practical seating plans, without cost or obligation on your part, upon request.

> The advantages of this desk and many other school units are described in our new School Furniture Catalogue. Write for a copy.



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THE "ARLO" ADJUSTABLE PEDESTAL DESK

The "Arlo" Adjustable Pedestal Desk is our latest contribution to modern hygienic schoolroom seating. A beautiful desk, both in design and finish, it is absolutely sanitary exceedingly well adapted to the varying needs of any classroom and guaranteed to withstand the strenuous requirements of every type of classroom service.

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The "Arlo" Adjustable Pedestal Desk will last a lifetime; has steel sides and back and the top is made from maple or birch, finished in Arlo Brown (American Walnut).

Adjustments are simple and easily made. Book box chair seat are independently adjustable. This is a distinctive feature and makes it possible to adjust "Arlo" desks to meet the individual requirements of each pupil.

The "Arlo" Line includes The Arlo Adjustable Pedestal Desk with Study Desk, The Arlo Non-Adjustable Pedestal Desk and the Arlo Pedestal Tablet Arm Chair.

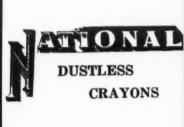
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Arlington Seating Company

Office and Factory

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Flexibility of adjustments assures each pupil being properly fitted, insuring correct posture and real comfort.



are truly Crayons of Character



Free of grit from tip to tip NATIONAL CRAY-ONS respond perfectly to every stroke.

Being uniform in strength, every piece of NATIONAL CRAYON will withstand a firm grip of the fingers without danger of breaking or crumbling.

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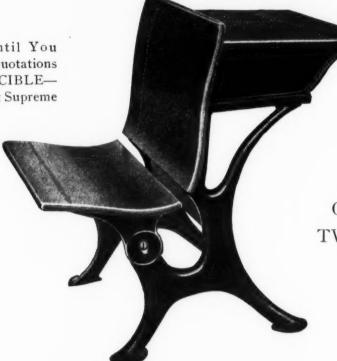
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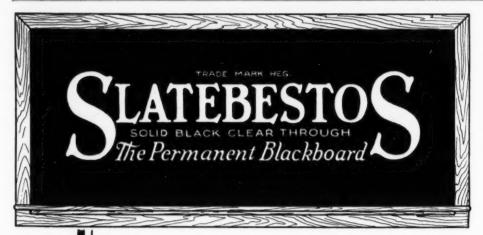
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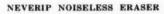
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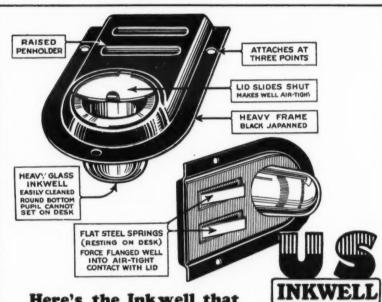
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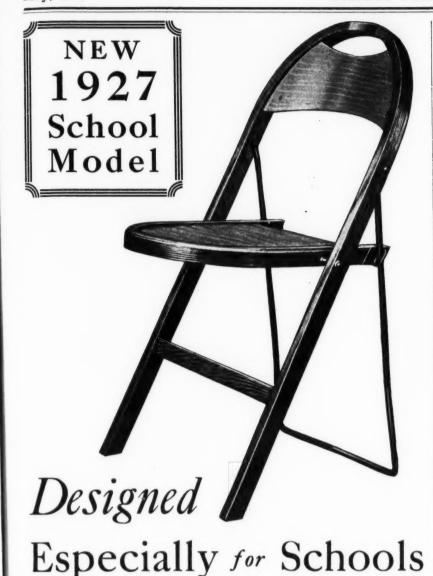
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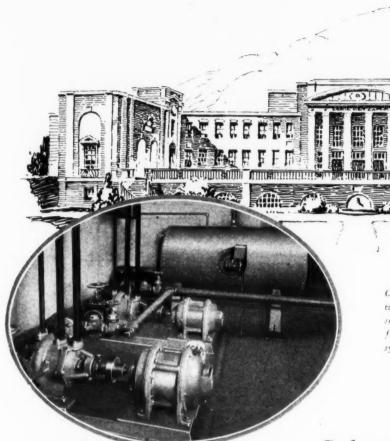
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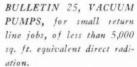
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THE AMERICAN

A Periodical of School Administration

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Four Administrative Duties

HE time of year is at hand when the time, thought, and attention of school administrators must be directed in behalf of four specific duties. While some of these contemplate the successful completion of what has been begun, they are mainly in the nature of laboratory labors for the next school year, and may be enumerated as follows:

1. Graduation. The professional factors must determine who shall graduate. The administrators must fix the time of graduation, provide the necessary diplomas, determine upon program material, and fix the rules that shall govern the exercises.

2. Employment of Teaching Force. Before the close of the school year, the teachers must know whether they are reemployed for the next, and upon what terms and conditions. This applies particularly in school systems where permanent tenure of service has not been adopted.

3. Annual Building Check-Up. Sound administrative methods demand an annual checkup on the physical school plant. The repairs and renovations to be made during the vacation months must first be determined upon by an inspection of the several school buildings and premises.

4. Supplies and Equipment. The stock of supplies must be replenished. The needs for the ensuing year must be enumerated and collated. There are a thousand-and-one things that go into the list of supplies. These must be tabulated and bought sufficiently early, in order that they may be at hand when the fall opening of schools arrives. Judicious school housekeeping demands timely action.

-THE EDITOR.

OUR COVER

The illustration on the cover of the present issue of the JOURNAL is taken from a statuary group, "Education," by the late Sir William Hamo Thornycroft, R.A. It forms part of the base of the statue of Gladstone in the Strand, London. For permission to use the reproduction we are indebted to Lady Thornycroft and to Messrs. J. A. Singer & Sons, Ltd.

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Editorial Material—Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith.

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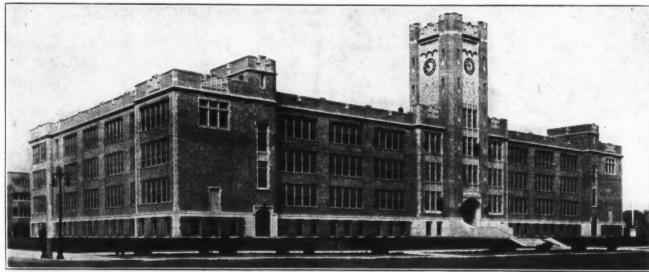
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High School, Atlantic City, N. J.

THE AMERICAN School Board Journal

Founded March, 1891, by WILLIAM GEORGE BRUCE

Volume LXXIV, No. 5

MAY, 1927

Subscription, \$3.00 the Year



Common Sense Demands Simplicity in Graduation Gowns.

In Terms of What Requirements Shall We Compare School Administration?

J. B. Edmonson, Inspector of Schools and Professor of Secondary Education, University of Michigan

As an inspector of schools I am frequently asked to compare the abilities of men who are candidates for the same administrative position. This is usually a difficult undertaking, especially when all of the men are qualified and possess good records in previous positions. I have however found it helpful to compare men on the basis of the eight requirements given herewith:

First Requirement: A school administrator should be able to make a favorable impression because of his appearance, manner, use of English, and general culture. This requirement refers to a person's ability to win confidence and respect through appearance, manner, and cultivation. It will be at once recognized that physique, bearing, physical fitness, alertness, tact, and courteous manner are included under this requirement.

Second Requirement: A school administrator should outrank the typical teacher in sensitiveness to problems in the field of school work as well as in resourcefulness and originality in the solving of these problems. This requirement is of great importance as it refers to one's ability to discover a variety of ways of solving problems. An administrator that possesses this quality in a marked degree is very certain to be progressive in seeking to improve the general efficiency of the school and very helpful to his associates.

Third Requirement: A school administrator should possess organizing ability and especially the ability to use the services of associates and clerks. By this is meant the administrative ability to plan work intelligently, to delegate authority wisely, and to make certain that results are obtained. The administrator who possesses this particular type of ability in marked degree will anticipate most of his problems. He will not only succeed in solving problems but in creating the conditions that will take care of many situations that might otherwise become very perplexing problems.

Fourth Requirement: A school administrator should possess the ability to develop potential powers of others. To rank high in terms of this requirement one should possess the ability to arouse the ambitions of associates and to create a desire to do a very effective type of work. The self-centered administrator cannot qualify under this requirement.

Fifth Requirement: A school administrator should possess a genuine interest in the members of his staff and have a sympathetic understanding of people in different walks of life. A person seeking a career as an administrator should possess a very real affection for people and should find genuine pleasure in helping others to solve their problems. Unless an administrator meets this requirement, his acts and decisions are likely to be cold, heartless, and relatively ineffective. Even an adverse decision by an administrator meeting this requirement is usually accepted gracefully, whereas such a decision by the opposite type of administrator is certain to cause much friction and needless trouble.

Sixth Requirement: A school administrator should possess an amount and quality of general college training that will compare favorably with that of his associates in schoolwork, and sufficient to represent real scholarly achievement in some academic field. It is unnecessary to defend this requirement. It is desirable, however, to call attention to the self-evident fact that an administrator must have the respect

of his staff. The administrator lacking a broad and generous scholarly interest can hardly expect to have the genuine respect of the teacher who possesses a superior quality of training.

Seventh Requirement: A school administrator should be well acquainted with the best things in educational literature and particularly well informed concerning valid principles and effective practices in matters of organization and administration on the level of his administrative position. It is very clear that an individual might possess many of the requirements of a good administrator but lack the knowledge required for success in a given situation. It does not necessarily follow, that because one possesses executive ability that one may be transferred from the management of a department store, a factory, a big office, to a publicschool situation. There is a certain type of information and skill that a public-school administrator must possess. Among these are the following: (1) A clearly defined definition of the values of education at different levels. (2) A knowledge of standards of attainment at different levels together with an understanding of the way to use measures of attainment. (3) A knowledge of the laws of learning with special reference to application in certain types of work. (4) An understanding of the laws that affect the public schools. (5) An acquaintance with effective policies of organization and adminis-

Eighth Requirement: A school administrator should possess loyalty to high ideals of life, and a marked degree of devotion to professional ideals. This is an indefinite kind of requirement but one that must be met by every administrator.

I recently used these requirements to rank three men. I used the figure "1" to mean very successful, "2" to mean successful, and "3" to mean fairly successful. The results of the comparison were as follows:

		Mr. A.	Mr. B.	Mr. C.
Requirement	I	2	2	1
Requirement	II	1	3	2
Requirement	III	1	3	3
Requirement	IV	2	3	2
Requirement	V	2	3	1
Requirement	VI	1	1	2
Requirement	VII	1	3	2
Requirement	VIII	2	2	2

I concluded my report with a recommendation of Mr. A, but the board of education selected Mr. C for the position. (Can you guess the reason by reference to my scores?)

Certain of the eight requirements may be



called personal qualities or native characteristics, but these may be to a degree cultivated and developed through training and experience. The sixth and seventh requirements are clearly ones that may be satisfied through the right kind of training.

The successful assignment of members of our profession to those duties for which each is best prepared is one of the most important means of insuring the most efficient use of the time, money, and ability devoted to the cause of education. The selection of men and women for administrative positions is peculiarly important because of the beneficial or harmful effects of the decisions and the actions of those in administrative positions. It is my belief that many teachers find that their most serious burdens in life are connected with the task of adjusting themselves to the policies, decisions, and even whims of incompetent administrators. If one could devise a set of standards for the measuring of administrators which would keep out of such positions both the incompetent and those that are relatively inefficient, one would make a very real contribution to the happiness of teachers, and may I add, to the happiness of pupils and patrons.

I believe that too many individuals who fall short of most of the native requirements are seeking to prepare for administrative work through the study of professional subject matter. It should be emphasized that the mere possession of professional information is not a guarantee of success in the field of school administration. Both the personal qualities and the professional training are needed. It cannot be said that one is necessarily more important than the other but it can be asserted without fear of contradiction that an individual must possess both the personal and professional qualities in at least a fair degree in order to meet with any fair measure of success in an administrative position.

> DISMISSING THE TEACHER F. Y. Harper

There is a popular notion in a great many rural-school districts that it is a difficult matter to remove a teacher, even in cases where her conduct, or unfitness, eminently justify her removal. I have known several cases where no attempt was made to remove a teacher despite the fact that her work was an absolute failure, because of the widespread belief that to remove a teacher was to perform an act that bordered on the impossible. Intolerable and almost unbearable conditions are sometimes permitted simply through lack of confidence of the school board in their ability to remove the teacher. It is a well-known fact among school boards, of course, that a teacher is subject to removal upon evidence of incompetency, cruelty, neglect, immorality, or for other just and sufficient cause.

The contention among members of a rural school board is that public sentiment is too often with the teacher whenever the question of removal arises. A kind of Decatur-like attitude of loyalty seems to exist, "our teacher, right or Consequently, if the teacher be dismissed, the fear of the school board is that she will bring suit for damages against the district. This is the hysteria that exists among members of school boards in the smaller school systems. And this hysteria has brought about in a good many instances very undesirable conditions. Some of these conditions are: A kind of bullying attitude on the part of the teacher toward the board; a kind of lassitude on the part of the teacher in doing her work well, feeling, in too many instances that she is certain of so many months of school, regardless of what kind of conditions develop. Of course, no one can be expected to do good work, regardless of its nature, indulging in the momentary fear of losing (Concluded on Page 159)

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Technic of the Superintendent of Smaller Schools in Cooperating with the Board of Education

R. V. Hunkins, Superintendent of Schools, Lead, S. Dak.

This is the fourth article in a series on the technic of the superintendent of smaller schools. The first showed the extreme need for a body of technical guidance for the 85 per cent of the school superintendents of the nation who work in what must be classed as smaller schools, directing the education of more than half the boys and girls of the country. The second offered suggestions for accumulating such a body of technic. In keeping with the suggestions of the second, the third article presented the analyzed results of my own experience with one typical problem of superintendents, viz., the hiring of teachers. This fourth article is a further attempt at analyzing my own experience with another typical problem, viz., dealing with a board of education.

I note two extremes in the attitude superintendents take toward boards of education. One is represented by a superintendent whose school plant I visited with him one Saturday afternoon. We began with the science room in the "cellar" with its one diminutive window. We passed through the typewriting room with its rickety grocery-box furniture and peered into classrooms equipped with pine tables and kitchen chairs. Finally, we came to the study hall and examined the high-school program. As we did, the following conversation in substance took place:

"Where is the manual-training teacher you had last year?"

"Oh, we have a conservative board now and they abolished manual training."

"Where is the home-training teacher you had?"

"They dropped that, too."

"Did they also eliminate the music?"

"Yes."

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"Is your enrollment smaller than last year?"

"No; it's larger."

"Then some of your classes must be pretty crowded, aren't they?"

"Yes, here's an algebra class, for instance, with 54 in it."

Then somewhat circuitously I asked what he, as a superintendent, had done to stop this wave of retrenchment. The answer, while a little evasive, was in effect, "nothing." He did express the faint hope that some day the people would see the error of their ways and elect a progressive board and retrieve the loss.

The Two Extreme Types

This man represents the laissez faire attitude that some superintendents seem to take toward their jobs. They sleep at the post in self-imposed helplessness, while the ultraconservatives take the strongholds of education which have been so laboriously built by the progressives. This article takes a definite stand against any such weak-kneed policy on the part of the superintendent. Little or no progress will come without leadership and the leadership should come from the superintendent. That leadership should be upstanding and courageous, ready to challenge and to fight, if necessary, the disciples of retrogression.

On the other hand, this article is not in sympathy with the opposite tendency in superintendents, characterized by the haughty and high-handed methods that are acclaimed by some who tell how they "handle" their boards of education. To hear them tell it you might infer that these superintendents are unlimited monarchs. They take the bit of what they call progress in their teeth and stubbornly ride over the rights and prerogatives of those appointed by democracy's methods to determine the educational policies of the community. Some in-

dicate less arrogance but relate how they have by strategem defeated the will of the board, and possibly even of the people, and attained the goal of what they assume to be progress.

I am convinced that methods of high-handedness or circumvention are out of place in the relationship of the superintendent and the school board. Such methods are wrong because they are not in keeping with the spirit of democracy. Furthermore, they sidestep rather than face the real issues. They tend toward impermanency because the people or their representatives cannot be fooled all the time; when they awake they are apt to undo with a vengeance what has been done that they did not understand or did not approve. It may be irksome at times to await the slower processes of developing whole-hearted sentiment on the part of the board members and possibly the people; however, such a method not only builds more permanently but is right unless democracy itself

It seems to me that too much emphasis cannot be placed upon the importance of a young superintendent taking a positive attitude toward the board of education. If he feels that the school board is a negative force in school progress, he is bound to develop methods of circumvention. He faces the same danger that the athlete does in his temptation to play "dirty" athletics. By gradually increasing deviations from the rules of clean playing, he worse than wastes the time that properly spent would have made him successful as a clean player. The young superintendent must not fall before the temptation to assume or desire ownership of the school. He must develop from the start the art and technic of getting results by working hand in hand with the board of education that represents the true owners, the people.

The foregoing principles have seemed to me to grow out of my experience as a school superintendent. Their statement portrays the point of view that dominates the suggestions which follow. Neither the principles nor the more practical suggestions are offered as scientifically determined dicta. They are simply the result of one superintendent's experience and study, told with the hope of helping the young superintendent and for possible comparison and con-

trast with the ideas of the initiated.

Methods Found to be Successful

The objective method of presenting data to a board of education is more effective than only personally supported evidence. An example will explain. I had accepted the superintendency in a town of 2,500. The equipment in the two school buildings was in a deplorable state of destitution. There were no sidewalks, no lights, only two pencil sharpeners for a building of eight rooms, one in each corridor. At the first board meeting, thirty minutes were spent deciding not to allow a bill for two gallons of coal oil bought by a janitor without authorization. The superintendent went home with a bad case of blues. He rallied, however, and with the help of the state superintendent compiled the per-pupil expenditure for twenty comparable schools of the state for the previous school year. The results showed that the average expenditure for the twenty places was \$76. For our somewhat isolated part of the state it was \$89. For the local school it was \$54. The data were systematically arranged on a mimeographed sheet and distributed to the board members ahead of the next meeting.

The second meeting went off differently. The member who had led the fight against the payment of the coal-oil bill the month before would

not look at the bills. "We haven't time for that," he said; "we must get down to business." With very few comments on the sheet of data on my part, the attitude of the board was revolutionized. The figures on the sheet did the trick in a way that no amount of arguing could have done. For four years thereafter this board voted the state tax limit in an effort to get the schools up to standard. Not only that, they led a successful attempt to get the legal tax limit advanced from fifteen to 25 mills and promptly raised to the new limit.

Upon this and many other occasions I have witnessed the power of objectively presented evidence in clinching arguments with a board of education. Sheets of comparative figures, graphs, diagrams of building alterations, pictures of school activities, excerpts from authorities, statements from other schools, and even a mimeographed outline of the points to be covered in a report are valuable methods of

making the appeal effective.

I feel that the objective method of presenting data is particularly advantageous for the young superintendent. He deals for the most part with men older than himself. His personal opinion is apt to be consciously or unconsciously discounted because of his younger years. Reliance upon objective evidence relieves the strain upon personal influence and brings the power that might otherwise have to await maturer years on the part of the superintendent.

(2) I find, too, that "business" methods make a strong appeal to the average board. A man without a good business head is not so apt to be elected to a prominent position. even though not a business man himself, a board member is apt to have respect for business methods. Therefore, if it can be shown that a recommendation of the superintendent is in accord with good business practice, a point in its favor has usually been won. The fact that business concerns allow sick leaves on pay, supply adequate clerical help for managers, provide adequate telephone facilities, etc., are effective arguments, and should be, for such things in school. Maintaining a well-organized record system in the school, that makes past and present facts about the business and academic activities readily accessible, makes a special appeal to board members. Well-organized report appeal. I produced the first superintendent's annual report in a town of a thousand population. The board was very favorably impressed. They expressed their sentiments by saying that such a report was "businesslike." Careful, systematic, businesslike procedure on the part of the superintendent when revealed to the board is pretty apt to gain respect for him. With this increased respect the superintendent has greater power for progressive service.

Thinking Through a Problem

(3) Another important lesson was taught me by a hard-headed banker who was a member of my first board of education. I think I went into the profession with a notion that a superintendent's suggestions should have some face value with the school board. This banker took just the opposite view. To him the par value of my suggestions was zero. He had little formal education but he was shrewd and successful. His powers of impromptu debate were amazing to me. My first suggestions involving the expenditure of money were more than tabled; they were put into the waste basket through this man's efforts.

I did not appreciate it then, but I have since been very grateful to this banker for inadvertently teaching me a most valuable lesson that my university had overlooked. The lesson is that a superintendent has no right to present a proposition to a school board until he has thought upon it hard enough and long enough to enable him to defend it from any possible angle of attack. Then, if the proposition loses, there is a good chance that the board will feel that the superintendent put up a good fight and they may retain their respect for him. Furthermore, the careful study of a proposition in advance may preclude its presentation and prevent a foredoomed failure. It may not look so good after more careful study.

Another reason that the superintendent should be complete in his support of a recommendation is that the board members, if the proposal is favorably acted upon, need the arguments in defending their action before their friends and the public in general. They cannot answer the queries of a suspicious patron by simply saying that "the superintendent recommended it, therefore we did it." The board members must have the arguments and it is the duty of the superintendent to supply them.

(4) A superintendent cannot expect weighty matters to be decided hastily in his favor. That is more than the superintendent would do under like conditions. The board members must have time to think the matter over, if it is very important or somewhat unusual. I have formed the habit of presenting weightier matters in a preliminary way one or more times before the time for final action. I usually have many more things in mind than could possibly be done at once. In a board meeting I may mention one of them, if it happens to fit into some allied situation being favorably considered. In private conversation with a board member I may mention one, if it seems advantageous. In my annual report I give a list of things that should be done, if possible, in the future. splendid program of class instruction in instrumental music that we have in my present school was first mentioned and discussed two years before it was finally instituted. But, when it was finally introduced, the board members had had time to become fully convinced of its value and they helped defend it before the public.

(5) The superintendent must also learn to sense the psychological time to present his propositions. During the depression caused by a crop failure, or a series of bank failures, or an unfavorable report of a factory or business upon which the community depends for support, is not the time to insist upon school-building Besides these more obvious ones, extension. there are still finer shades of psychological color that a superintendent must gradually learn to distinguish. Even the events of a meeting of the board may take such a turn that a contemplated proposal should be deferred. The board members are human. They are subject to periods of depression, or of distaste, for a certain line of thought. It is the superintendent's responsibility through joviality and good will to keep the frame of mind favorable to progressive action. But, he cannot move mountains of despair. He may have to bide his time and await more favorable circumstances.

Long-Swing Policies Best

(6) It is erroneous to assume that a board should always go as far as it will in an apparently progressive move. Once started and the enthusiasm stimulated, a board may overdo one line of progress. They may appropriate more money than they can raise. There are cases on record where boards have built more buildings than needed and have bought equipment that was never used. Violent and detrimental reactions have been waged against salary levels established in moments of enthusiasm. The superintendent must take a broad and a long view of the situation, and insofar as he is able

forestall any move that might go too far for its ultimate good, or result in a detriment to other lines of progress.

(7) Board members, being human, have their individual differences. The superintendent must take these into account. The explanation that might be effective with the doctor might not convince the merchant. The different members may need different approaches because of their differences in vocation, training, or temperament. Sometimes a radical gets on the board. To keep his views from unfavorably influencing the board because of his insistence, the superintendent may be driven to extreme efforts of persuasion with the other board members in meetings and in private conversation. Right will attract and usually win if it is ably defended. In its defense the superintendent must adapt his arguments to the ordinary and possibly extreme individual differences of the board members.

(8) Finally, I would mention that in the case of the more weighty matters where the public is concerned as in the case of bond elections, or the general reputation of the schools, the superintendent must carry his influence to the people back of the school board. He should do this with the approval of the board, of course. All the boards that I have dealt with have been in favor of such a policy.

Two illustrations will elucidate this point and close the article. In the school about which I related the coal-oil episode there was no hometraining department. It had been voted down. My appeal for reconsideration met rebuff. Permission was granted, however, for including it in the publicity program. As I went about getting acquainted with the businessmen and distributing the sheet of data on relative perpupil expenditures (mentioned above), I discussed the need of a home-training department among the other needs of the schools. I found one businessman especially interested in the establishment of such a department. He volunteered to boost for it. I discussed the problem several times in my weekly editorial school column carried in the local paper, where I once revealed the large number of schools smaller than ours that maintained such a department.

Two years went by. After-the-war prices were crowding the budget to the utmost in spite of a state limit school levy. I had decided I would have to again postpone my recommendation for the establishment of a home-training department. The man who had led the opposition to it and the payment for the coal oil had just been elected president of the board. Presiding at his first meeting he opened the "new business" with, "Gentlemen, I would like to entertain a motion that the superintendent be authorized to install a domestic-science department in the high school, to purchase the necessary equipment, and to employ a teacher I came near falling off my chair. My appeal to the community had been more effective than I had anticipated. I was not even certain that it was a wise move under the conditions, but I was unprepared for a retreat and the motion carried unanimously without debate.

At another time in a town with a growing school population but a static total population, we were confronted with the need of building The board was convinced of the extension. need but afraid of the community sentiment under the conditions. With their permission. however, I presented a resume of the needs and a concrete solution for them to the only luncheon club at the time in the town. The plan met the enthusiastic approval of the club to which three of the board members belonged. This hearty endorsement from a group of leading citizens was just the moral support that the board needed. The result was a very successful bond election.

The board members are the people's representatives and most of them are very conscious of that fact. They keep their ears attuned to public sentiment. The extent to which the board will go with the more important matters is pretty apt to be limited by public sentiment. It, therefore, behooves the superintendent back of a progressive program to build up the necessary community sentiment for big school improvements. By effective school publicity he must maintain a general good will toward the schools to the end that community sentiment will be predisposed in their favor. Then for unusually big moves he must direct special publicity campaigns.

Program of the National Association of Public-School Business Officials

President John B. Wynkoop has announced the tentative program for the sixteenth annual meeting of the National Association of Public-School Business Officials which will be held May 16 to 20, at Philadelphia, Pa. The program is as follows:

Monday, May 16

Monday, May 16

Reception of delegates—registration—get together dinner at the hotel.

Tuesday, May 17

Address of welcome—Mayor W. Freeland Kendrick and William Rowen, president of the board of education

Address of response—Col. Henry B. Rose, Providence, R. I.

Address of response—col. Henry dence, R. I. Election of new members—president's address—reading of reports.

Duties of a Clerk of the Board of Education—George King, clerk of the board of education, Salt Lake City, Utah.

Woman's Service on the Board of Education—Rita Knowles, secretary of the board of education, Moline, Ill.

Ill.

Report of the Committee on Bulletin and Handwork—D. D. Hammelbaugh, secretary of the board of education, Harrisburg, Pa.

The Superintendent's Opinion and Estimated Value of the Accounting System Offered by the Association—William J. Bickett, superintendent of schools, Trenton, N. J.

J.
The Best and Most Economical Methods of Raising to Necessary Revenue to Meet the Growth of School stems and Replacement of Old School Buildings—F.
Chambers, auditor of the board of education, New ork, N. Y.
Replacement of Smaller Cities—A. B. Cousing, super-

Problems of Smaller Cities—A. B. Cousins, supervising mechanic of the board of education, Richmond, Va. Va.

Problems of Smaller Cities—S. N. Decker, secretary of the board of education, Altoona, Pa.

Wednesday, May 18

Steps in the Development of a School-Building Pro-

gram—Dr. George D. Strayer, Teachers College, Columbia University, New York, N. Y.
Preparation and Carrying out of a Building Program—William E. Record, business manager, board of education, Los Angeles, Calif.
Report of the Committee on Uniform System of Accounting—J. O. Adams, Dover, Del.
Development of a School-Building Program As Seen by a school-Board Architect—Harry D. Payne, Houston, Tex.

Thursday, May 19

Janitor Service: Its Problems and Solutions—James
Ball, chief engineer of the board of education,
Developing a Segregated School

J. Ball, chief engineer of the board of education, Denver, Colo.

Developing a Segregated School Budget—H. H. Brackett, auditor, board of education, Chicago, Ill.

Report of the Committee on Housing—J. D. Cassell, superintendent of school buildings, Philadelphia, Pa. Present Day Heating and Ventilating—Hans W. Schmidt, supervisor of buildings, state department of public instruction, Madison, Wis.

Relations Between the Instructional and Business Agencies of a Public-School System—Walter D. Cocking, director of curriculum, St. Louis, Mo. Cafeterias: Their Management and Equipment—Winfred A. Hart, supervisor of domestic science and cafeterias, Bridgeport, Conn.

The Business Manager's Relations With His Board and His City—John E. Byrnes, business manager of the board of education, Chicago, Ill.

Round Table

the board of education, Chicago, III.

Round Table

Some of the School Architect's Problems—C. E. C.
Dyson, architect of the board of education, Toronto,
Ont., Canada.

Cafeterias: Their Management and Equipment—E.
M. Brown, Commissioner of supplies, board of education, St. Louis, Mo.

School Housing and Proper Heating and Ventilating—J. D. Cassell, superintendent of buildings, board of education, Philadelphia, Pa.

Problems of Secretaries of Boards of Cities Over 500,000 Population—James J. Storer, secretary, board of education, Buffalo, N. Y.

Friday, May 20

n tl u tl

Reports of the committees on resolutions, auditing, and nominations. Election of officers.

Rules, Regulations, and Written Instructions as Administrative Controls

Ernest C. Melby, Instructor in Educational Administration, University of Minnesota

The administration of a school system is a complex problem. For the superintendent to personally supervise all the various activities of the enterprise is impossible. Especially is this true in the larger systems. The superintendent and the board of education must assure themselves that the various activities are conducted in an efficient manner. Results must be secured. However, those who are to conduct the activities in a personal way are frequently far removed from the superintendent and his staff. Under such conditions responsibilities must be clearly defined and specifically delegated. All the members of the organization must know what their duties are. Written rules and regulations must, therefore, be prepared, controlling the behavior of the administrative staff. If results are to be secured, there must be standards for the performance of the various duties. Written instructions must be prepared governing performance of duty, by establishing standards, information, and assistance. When rules, regulations, and written instructions have been prepared and placed in operation, they become one of the more important controls in the school system.

In an effort to determine the present status and character of rules and regulations, a letter was addressed to the superintendents of all cities in the United States having a population of 20,-000 or more, requesting copies of their published rules and regulations.1 School systems without rules were asked to so indicate and return the letter of inquiry. Letters were sent in October, 1925, to the superintendents of 416 cities. In all 339 replies were received, 141 mailing copies of their rules and regulations.

	TABLE I—General Summary	Per
	Item Number	Cent
1.	Cities Included 416	100
2.	Not Replying 77	19
2. 3.	Replies 339	81
4.	Sending Rules* 141	42 33
5.	Having no Rules 114	33
6.	With Rules out of Print 27	8
7.	Unable to Send out Rules 11	3
6. 7. 8.	Having Rules under Revision 44	8 3 13
9.	Opposed to Rules 2	1

*Percentages in Items 4 to 9, inclusive, are based upon the total number of schools replying.

The general summary of the results of the inquiry are shown in Table I. It will be seen that approximately 65 per cent of the cities have rules and regulations in printed or other published form. When the results are summarized by geographical sections of the country, the eastern section has more cities with rules and regulations than the western section. The dates of publication are shown in Table II. It will be noted that about half of the cities sending rules are still operating under rules more than three years old. It is evident that many boards of education have failed to recognize that school administration is not a static enterprise. As procedures are modified, the rules governing such procedures should change concomitantly.

TABLE II—Distribution of the Dates of Publication of the Rules and Regulations of 141 City

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The sizes and forms of publication are summarized in Tables III and IV. It is apparent that there is only one method of keeping rules up to date, and that is to revise and republish them. Such publication is of course simplified when rules are in mimeographed form. Mimeo-

¹For complete data, see "A Critical Analysis of the Rules, Regulations, and Written Instructions under which the Public Schools are Governed." University of Minnesota Library.

graphed rules are, however, bulky and inconvenient to handle. It is interesting to note that not a single school system has adopted the policy of publishing its rules in loose-leaf form.

TABLE																									
Regu	lat	ion	8 A	ec	or	di	ng		to	•	F	'o	ri	n		DÍ		P	,	ık	1	ic			
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One hundred sets of rules published since Jan. 1, 1921, were selected for analysis. It is noteworthy that the great majority of the rules are organized around the duties of officers and groups. Only one set was organized wholly on a functional basis. In this set the rules were organized around the discharge of particular functions; for instance, discipline, promotion, control of buildings, school organization, etc. A few are of the mixed type, that is, they list the duties of officers and employees, and in addition include rules governing the discharge of certain functions. In general, however, the rules consist of lists of duties of individuals and groups.

TABLE V-Classification of Major Topics Covered in

	100 Sets of Rules and Regulations
	(In Order of Frequency of Occurrence)
Itei	
1.	Superintendents' powers and duties 99
2.	Teachers' duties 88
3.	School-board organization 86
4.	Principals' duties 81
5.	Principals' duties
	cedure 78
6.	Pupils' duties 75
7.	School-board officers and duties 74
8.	Janitors' duties 70
9.	Duties of committees
10.	Duties of attendance officers
11.	Duties of supervisors
12.	Qualifications of teachers
13.	Health rules
14.	Regulations for special schools
15.	Salary regulations
16.	Miscellaneous regulations
17.	
18.	
	Use of school buildings
19.	Organization of schools
20.	Controlling holidays
21.	Rules governing promotion 22
22.	School sessions
23.	Salary schedules included
24.	Rules for business manager 21
25.	General control of schools
26.	Admission of pupils 20
27.	School laws 20
28.	Leaves of absence 20
29.	Textbooks 15
30.	Examinations 15
31.	Cafeteria 12
32.	Flag rules 12
33.	Tuition 10
34.	Purchasing agent 8
35.	Discipline 8 Keeping accounts 7 Athletics 7 Hours of instruction 7 Use of standard time 7
36.	Keeping accounts 7
37.	Athletics 7
38.	Hours of instruction 7
39.	Use of standard time 7
40.	Opening exercises 6
41.	Time allotment 4
42.	Diplomas 4
43.	Corporal punishment 4
44.	Substitutes 3
45.	Recesses 3
46.	
47.	Requisitions
48.	Parent-teacher associations
49.	Pensions 1
50.	Duties of parents 1
40.00	Processor

Analysis of the Rules

In analyzing the rules and regulations of city school systems, we are primarily interested to determine the methods whereby boards of education are seeking to guide and control the administration of the schools through rules, regulations, and written instructions. The procedure selected in making the analysis was to tabulate the duties of the superintendent and other members of the staff. The duties assigned by the rules to standing committees were also tabulated. It is obvious that if the same duties are assigned to both the superintendent and standing committees, there will not only be con-

fusion of responsibility but rules so constructed are in effect contradictory.

The second purpose of the tabulation is to show the character of the duties assigned by the rules. It is not proposed to show what duties should be assigned, but rather to reveal through these duties the character of the rules and regu-

Duties of Superintendent

Table VI lists the duties of the superintendent of schools as shown by the 100 sets of rules analyzed. It will be noted that in 58 per cent of the systems the superintendent is the chief executive officer. According to accepted principles of administration, these superintendents should in the interest of efficiency, be free to discharge their duties in the manner in which they deem best. Do these rules leave the executive with this freedom? In order to answer this question, the provisions regarding promotion of pupils found in these 58 sets of rules were analyzed. In 23 sets of rules, prescriptions are made concerning the basis for promotions. The required marks and standards are given, or the time for promotion is specified. Here is plainly a case where the executive officer is charged with a responsibility but is not left free to act in the discharge of the responsibility. The matter of promotions is no isolated case. The following duties of the superintendent taken from Table VI, are among the ones most frequently included in the rules:

- 1. Recommending teachers.
- Recommending textbooks. 2.
- Recommending courses of study.
- Assignment of teachers.
- Visiting schools.
- Preparation of the budget.

The 58 sets of rules and regulations providing that the superintendent shall be the chief executive of the school system were further analyzed to determine the extent to which the responsibilities listed above were discharged (according to the rules) by standing committees of the board. It is readily apparent that, if boards of education provide in their rules and regulations that the superintendent shall be the chief executive officer of the school system, and then proceed to delegate his most important prerogatives to committees of the board, such provisions would have a very important bearing on the status of the superintendent.

TABLE VI-Duties of Superintendent of Schools (Arranged in Order of Frequency with which they are

(Ar	included in 100 Sets of Rules and Regula	ti	n	ns)
Iten				r Cent
1.	Reports to board of education			
2.	Presence at board meeting			
3.	Selection of teachers and employees			
4.	Recommend textbooks	Ċ		60
5.	Recommend courses of study	•		50
6.	Hold teachers' meetings	ů		58
7.	Act as chief executive			58
8.	Assignment and transfer of teachers			
9.	Visit schools			
10.	Records, forms			
11.	Disciplinary			
12.	Promotion — classification	*		
13.	Keeping himself informed			
14.	Definite office hours	۰		34
15.	Selection of substitutes		0 0	
16.	Reporting unsatisfactory service		* *	31
17.	Fill vacancies	۰		30
18.	Enforce rules and laws			
19.	Prepare budget			
20.	Conduct examinations		0 1	
21.	Admission-transfer of pupils			
22	Formulate policies			. 20
23.	Responsibility of school property			19
24.	Suspension of teachers			18
25.	Make purchases			
26.	Dismiss school in bad weather		* '	
27.	Fix district boundaries			
28.	Make rules for employees			. 14
29.	Control of supplies			
30.	Execute policies			
31.	Certification of teachers			
32.	Employment certificates			
33.	Grant leaves of absence			
34.	Approval of building plans			
35.	Prepare salary schedule			8
36.	Take census.			
37.	Furnish information			7
38.	Collect tuition			
39.	Conduct correspondence		*	7
40.	Act as clerk of board			
41.	Membership on committees			
31.	membership on committees	0 4		, ,
				100

Table VII shows the frequency with which these responsibilities were included as duties of committees of the board. The statements made in a considerable number of these rules, that the superintendent is the executive head of the school system, are evidently only nominal in character. In at least one third of them the important functions of recommending teachers. textbooks, and courses of study are assigned to standing committees of the board. It is, of course, realized that in practice many of these committees may have or at least partake of only advisory functions. Nevertheless, the establishment of a set of rules and regulations in which important executive functions are reserved to committees of a legislative board, is almost certain to hamper the executive in the discharge of his duties. In any case, confusion of authority is an almost certain result.

TABLE VII—Frequency With Which Certain Duties of the Superintendent Are Included in the Duties of Committees in 58 Sets of Rules and Regulations

	negulations	
(In	each of these Systems the Superintendent is t Nominal Executive Head of the System)	he
Du	y Per Ce	nt
1.	Recommending teachers 34	Ł
2.	Recommending textbooks 34	
2. 3. 4. 5.	Recommending courses of study 3:	
4.	Preparation of budget 26	
5.	Assignment and transfer of teachers 21	
6.	Visitation of schools)

The confusion resulting from this state of affairs is well illustrated by the following quotations from the rules and regulations of an eastern city:

"The board shall have the superintendence of the schools; and shall nominate a superintendent to whom, under the supervision of the board shall be committed the direction of the schools."
"The committee on drawing shall have charge of

"The committee on drawing shall have charge of all matters related to drawing, except mechanical drawing, and they shall purchase all needed supplies. They shall recommend to the board all necessary instructors with their salaries."

"There shall be twelve standing committees. The chairman of each committee shall be the purchasing agent of the board for the expenditure of such funds as may be at the disposal of his committee."

With twelve purchasing agents and as many committees in charge of various phases of school administration, it is rather difficult to determine the administrative position of the superintendent. We are forced to conclude that either such rules interfere with the freedom of the executive, or they are not representative of the practices followed by the school system.

Distinction Between Legislative and Executive Functions Do rules make clear distinctions between

legislative authority and administrative responsibility? Do boards of education attempt to discharge executive responsibilities? In an effort to answer this question, the duties and responsibilities of school boards (as set forth by the rules and regulations) were examined. In few cases do the rules confer upon the boards as a whole, specific administrative responsibilities. However, in nearly 60 per cent of the school systems studied, provision is made for standing committees. Examination of the duties of these committees reveals the fact that whenever a board desires to discharge an executive responsibility, it does so through one or more standing committees.

Table VIII lists the duties of standing committees in the order of frequency of occurrence. In all, 45 different duties are mentioned, almost all of which are executive or administrative in character. In fact, there is little difference between the duties of committees as outlined by Table VIII and the duties of superintendents as shown by Table VI. Of the items contained. nearly half are common to both tables. It is noteworthy that in about one fourth of the school systems studied, committees are charged with such important executive responsibilities as the recommendation of teachers and other employees, recommendation of textbooks and supplies, and the preparation of the budget. These facts are significant as revealing the man-

ner in which boards of education utilize the knowledge and skill of the professional staff. It seems scarcely necessary to point out the inability of lay board members to conduct teachers' examinations, manage supplies and equipment, examine health of pupils, make rules for libraries, rate teachers, and perform forty other duties requiring a degree of professional training and equipment.

TABLE VIII—Duties of Standing Committees (Arranged in Order of the Frequency with which they Occurred in 58 Sets of Rules and Regulations Providing for Standing Committees)

	Froviding for Standing Committees)		
Iter	n	Per	Cen
1.	Recommend teachers		60
4)	Recommend textbooks		56
:3.	Prepare budget		50
4.	Recommend purchase of supplies		42
5.	Recommend salaries		40
6.	Nominate janitors		40
7.	Prepare rules and regulations		34
8.	Visit schools		24
9.	Supervise repairs		4343
10.	Recommend course of study		20
11.	Recommend course of study Recommend alterations of buildings		18
12.	Transfer teachers		16
13.	Inspect school property		16
14.	Supervise schools		16
15.	Inspect heating and ventilating		14
16.	Inspect lighting		14
17.	Establish district boundaries		12
18.	Select building sites		12
19.	Recommend repairs		10
20.	Control school sanitation		10
21.	Conduct teachers' examinations		10
13-3	Advise superintendent in methods of		
	struction		10
***	Transfer of pupils		10
24.	Conduct examination for pupils		10
25.	Award scholarships		8
26.	Manage supplies and equipment		8
27.	Control athletics		
28.	Discipline		S
29.	Enforce attendance laws		8888
30.	Suspend employees		63
31.	Inventory school property		6
32.	Employ substitutes		6
:1:1	Examine health of pupils		6
34.	Determine number of teachers needed		6
35.	Decide on hours of recitation		4
36.	Make rules for libraries		4
37.	Supervise principals in care of grounds.		4
::5.	Recommend classification of schools		4
39).	Supervise use of disinfectants		4
40.	Rate teachers		4
41.	Determine amount of construction mate	rial	
	needed		22222
42.	Make safety rules		2
43.	Recommend pupils for graduation		2
44.	Inspect work of teachers		2
45.	Prepare school calendar		2

Are the Rules Guiding Principles or Collections of Detailed Instructions?

In an effort to answer this question, the duties of principals as set up by the rules and regulations were analyzed. The treatment of this topic in the rules and regulations has peculiar significance because of the fact that the principal is an administrative officer. As such, he may be expected to care for a large number of adminstrative details in such a manner as he may deem best. For this reason, it is of interest to determine whether the duties assigned to principals by the rules and regulations are in the nature of larger responsibilities or petty

The Duties Assigned to Principals

The duties assigned by the rules to principals were tabulated. In all, 119 different duties were found. Only the first 50 are shown in Table IX. Merely a casual examination of the duties listed in the table will reveal the fact that they are largely an enumeration of petty detail. Only those of the duties are listed in the rules of more than half of the cities. Which of the duties listed are really important and which are not is a difficult question to answer. If they are all important, the great majority of the schools have incomplete rules. Even the city providing the largest number of specific duties for its principals includes only 70. A thorough job analysis of an administrative position such as a principalship, would probably show a list of specific duties so large that it would be out of the question to include them all in the rules even if such a course were desirable.

Should Specific Duties of Executive Officers be Listed?

The question may well be asked as to whether or not a procedure of listing specific duties is desirable in preparing rules for principals. Reference has already been made to the administrative character of the principalship. If

(Ar	ranged in Order of Frequency with which	they
Itox	occur in 81 Sets of Rules and Regulations)	
Iter		Cent
1. 2.	Keep records and make reports	70
	General supervision of school	63
3.	Fire drills	60
4.	Control of buildings and grounds	48
5.	Supervise janitors	45
6.	Authority to suspend pupils	45
7.	Handle requisitions for supplies	45
8.	Responsible for discipline	44
9.	Enforce rules and regulations	44
10.	Report neglect of duty	40
11.	Enforce attendance of pupils	38
12.	Admission of pupils	31
13.	Accounting of supplies	28
14.	Hold teachers' meetings	25
15.	Furnish information	24
16.	Take inventory	24
17.	Send programs to superintendent	23
18.	Report absence of teachers	20
19.	Classify pupils	20
20.	Refuse admission to agent-solicitors	19
21.	Care of school property	18
22.	Report needed repairs	18
23.	Regulate temperature	16
24.	Make rules	16
25.	Certify payroll	15
26.	Supervise pupils at recess	15
27.	Report nonresident pupils	14
28.	Collect tuition	14
29.	Devote entire time to duties	14
30.	Keep clocks on time	13
31.	Inspect yard	13
32.	Responsibility for promotion	13
33.	Supervise use of school telephone	13
34.	See that doors are not bolted	8
35.	Time of arrival at building	8
36.	Keep regular office hours	6
37.	Report accidents	6
38.	Enforce adherence to texts and course of	0
001	study	6
39.	Transfer pupils	6
40.	See that flag rules are followed	6
41.	Test bells daily	6
42.	Report fire drills monthly	6
43.	Order supplies	6
44.	Make rules for yard	6
45.	Make rules for yard	6
46.	Report contagious diseases	6
47.	Report contagious diseases Teach a specified number of hours	6
48.	Conduct examinations	6
49.	Supervise playgrounds	5
50.	Explain rules	5
.,0.	Explain fules	9

TABLE IX-Duties of Principals

principals are to be charged by the superintendent with definite responsibilities, they are much in need of a degree of freedom of action. Certain it is, that if the method of listing specific duties is employed, the principal will not have much freedom of action. More than that, the probability is that any such listing of duties will be incomplete. In any administrative position, new duties arise from day to day. New problems require new technics. The problems which arise cannot be predicted. Neither can their solutions be anticipated in any detailed manner. For these reasons lists of specific duties tend to become out of date and inadequate in a very short time.

A group of 61 principals in a class at the University of Chicago were asked to list the duties which they considered to be of the greatest importance3. These duties are listed in Table X in order of frequency with which they were listed. A few examples taken from the rank order of duties are listed in the rules and regulations and compared with the rank order given by principals will illustrate the disagreement found. Keeping records and reports was ranked first by the rules and eighteenth by the principals. Fire drills are ranked third by the rules and regulations and forty-fourth by the principals. Of the first 50 duties listed by principals, only 12 are found in the first 50 listed in the rules and regulations. The rules and regulations include a large number of relatively unimportant details such as ringing bells, keeping clocks on time, supervising the telephone and the like, while the principals include the larger responsibilities. While no effort is made here to evaluate the relative importance of the duties given by the two sources, the fact that three fourths of the duties considered of greatest importance by principals themselves, are not included in the rules and regulations, is at least indicative of need for careful study in the preparation of rules and regulations. When such obviously important duties as curriculum making and rating of teachers are left out, it is fairly certain that such rules and regulations are not constructed in a scientific manner.

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TABLE X-Duties of Principals in Order of Importance as Ranked by 61 Principals²

Iten	Number Times Lis	
1.		1
2.		9
3.		4
4.		0
5.	Publicity	14
6.		14
7.	Froncy of School	80
8.		6
9.		5
10.	Inspection of buildings 2	24
11.		4
12.	Coordination of departments 2	05
13.		18
14.		17
15.	Relationship with clubs and churches 1	17
16.	Maladjustment student 1	16
17.		16
18.		15
19.		13
20.		3
21.		1
99		0
23.		0
20.		
24.		9
25.	Keep up professionally	8
26.	Final jurisdiction in matters of discipline	_
	and organization	$\frac{7}{7}$
27.	Annual budget	7
28.	Administering credit	7
29.	Assigning teachers to work best suited to	
	them	6
30.	Give scientific tests	6
31.	Vocational guidance	6
32.	Annual reports	6
33.	Maintain cooperation among teachers	5
34.	Parent-teacher meetings	5
35.	Order of supplies and equipment	5
36.	Direct social life of school	3
37.	Supervise extracurricular activities	3
38.	Appoint heads of departments	9
39.	Training of teachers	5
40.	Salary schedule	222221
41.		2
	Suspension of classes	-
42.	Supervise building program	2
43.	Failures and elimination	1
44.	Fire drills	1
45.	Secure special training for his work	1
46.	Cooperate with student council	1
47.	Make pupil programs	1
48.	Checking delegated authority	ī
49.	Recommend students to college	1
50.	Secure morale of students	î
		-

Arthur S. Gist, Elementary School Supervision.

Existing Rules in Reality Written Instructions

Examination of the duties listed for teachers strengthens the conclusion that rules and regulations at present not only set up administrative principles but are in effect written instructions covering procedure. Some conception of the detail in which the rules are stated may be gained from Table XI. Altogether there are fifty different prohibitions. Which of these are really essential? Only one of them occurs in more than half of the rules having sections devoted to teachers' duties. The remaining items are mentioned with so low a frequency that we can draw no significant conclusions as to what prohibitions these systems regard as being of greatest importance. In other words, there is little uniformity of practice from city to city. Allowance must of course be made for local requirements.

What are the Duties of Teachers?

The futility of attempting to make rules covering all the activities of teachers should be apparent. An investigation now being carried on by the Commonwealth Fund under the direction of W. W. Charters, has to date listed 12,000 duties. Obviously, rules cannot be made concerning each of these duties. The only practical procedure would seem to be a statement of the major responsibilities, leaving detail to written instructions.

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Influence Instructions Prepared by the Board

The board of education which prepares rules governing performance of duty not only interferes with the work of the superintendent of schools, but is attempting to discharge a function for which it is wholly unprepared. To quote Strayer: "In our modern school systems with many teachers in each of a large number of buildings, with courses of instruction from kindergarten through college, with millions invested in plant and equipment, with the development of the science of education and the technic of educational administration, no well-advised laymen would propose to exercise the executive function⁴."

⁴George D. Strayer, National Educational Association, Addresses and Proceedings, 1925, p. 1229. TABLE XI—Prohibitions on Teachers Found in 60 Sets of Rules and Regulations (Arranged in Order of the Frequency with which they

	Occurred)	
Iter		Cen
1.	Admit agents, vendors, and advertisers	60
2.	Sending pupils on errands	34
3.	Collecting money from pupils	33
4.	Receiving presents from pupils	30
5.	Detention of pupils after school	29
6.	Absence of teacher without consent of	
0.	superintendent	28
7.	Compensation for tutoring own pupils	23
8.	Unusual or cruel punishment	21
9.	Densiving punils of moores	20
10.	Depriving pupils of recess Engaging in other work	19
11.	Dagding of there work	18
	Reading advertisements or announcements	
12.	Selling books or other articles to pupils	15
13.	Sending pupils home or into halls	15
14.	Giving sectarian or partisan instruction	14
15.	Using other than approved texts	14
16.	Closing before appointed hour	14
17.	Absence when supervisor is in room	14
18.	Teaching evening school	14
19.	Suspending pupils	14
20.	Interruption of classwork	14
21.	Corporal punishment	14
22.	Entering popularity contests	.14
23.	Suggesting where to buy supplies	10
24.	Storing private belongings in the schoolroom	10
25.	Requesting pupils to buy materials Denying requests to leave the room	10
26.	Denying requests to leave the room	10
27.	Grading papers when the supervisor is in	
	the room	10
28.	Giving out names of pupils and parents	9
29.	Permitting lectures during school hours	9
30.	Visiting rooms of other teachers	9
31.	Deviating from programs for exhibits, etc.	9
32.	Deviating from programs for exhibits, etc. Preparing for dismissal before time set	9
33.	Remaining in room after 4:30 P M	9
34.	Remaining in room after 4:30 P. M Assigning home-work except according to	U
or.	the rules	9
35.	Taking school time for conference with	0
00.	parents	7
36.	Leaving money exposed	777
37.	Using telephone except for school purposes	-
38.	Pormitting pupils to remain in room ofter	
08.	Permitting pupils to remain in room after	7
90	school hours	6
39.	Working in schoolroom evenings or Satur-	-
40	days	5
40.	Making replies to complaints	9
41.	Giving any examinations other than provided	-
40	in the rules	5
42.	Permit drafts on children	5
43.	Collecting fines	5
44.	Appointing monitors	3
45.	Visiting teachers	3
46.	Loaning of keys	2
47.	Promoting pupils	2
48.	Talking in halls	2
49.	Writing to parents	322222
50.	Recommend texts	2

The successful functioning of an enterprise so complex as the modern school system depends upon the satisfactory performance of a multitude of highly specialized duties and processes. If each of these is to be performed in the most efficient manner, long and careful study must be given to each process. Instruction for the performance of each study must be given only after the most careful analysis of the duty to be performed and its relation to the school system as a whole. Such an analysis cannot possibly be carried out by lay members of a board of education. Instructions concerning the performance of specialized duties can be successfully prepared only by the professionally trained executive and his assistants.

Confusion of Thinking in Connection with Rules and Regulations

The extent to which rules and regulations have become collections of detailed instructions indicate a state of confusion with reference to the whole problem of rules, regulations and instructions. Evidently, school officers in preparing written regulations often fail to distinguish between rules controlling behavior and instructions governing performance. It may be that in some instances the rules as printed are intended to be written instructions. Since it is not always known who prepares the rules, the extent to which superintendents and other executive officers participate in the making of rules is not known. It may be that in some instances the detailed duties listed in the rules are prepared by superintendents and really intended to be written instructions. Nevertheless, as a part of the rules and regulations adopted by the board of education, they cannot be changed except by a vote of the board. This fact curtails the freedom of the superintendent and his staff. In addition the instructions found in the rules do not in most instances give evidence of careful preparation. While it is of course not possible to state what rules should be made, the situation described above indicates at least, that very careful study should be given to the whole problem of rules and regulations and written instructions. Only through such study can the existing confusion in this field be eliminated.

A School Budget Plan

M. S. Spears, Business Manager, School System, Evansville, Ind.

The problem of finding a satisfactory way to handle school supplies and equipment is doubtlessly one that is causing many boards of education considerable worry. This is especially true in cities having several schools. When the board authorizes the purchase of a piano for one school, all schools want pianos. When one school gets a Victrola, all schools want Victrolas—and so on indefinitely. Any special expenditure made for any school district is regarded by the others as an outburst of favoritism.

A thing that makes the supply problem difficult to control is the fact that some teachers and supervisors do not realize that there is a limit to the amount the board can afford to spend for supplies. Each year more is usually asked for than can be purchased. This necessitates a trimming of requisitions by the business department. Any school that does not receive all that it asks for feels that it has not had a square deal. In many places the schools requisition more than they actually need, because they expect their requisitions to be cut. A school needing four dozen cases of paper towels for one semester, will ask for six or seven dozen, feeling that by the time the business department gets through trimming, it will probably have about what it actually requires. The whole proposition results in the business department and the various schools working against one another's best interests. There is no way of telling exactly how much of any article a school requires. On the other hand, there is no real incentive for a school to practice economy.

All of this guesswork and dissatisfaction has resulted in our adopting a budget system, governing certain expenditures which we believe the principal has the power to regulate. Nearly all principals can appreciate the fact that the school city has only a certain amount to spend. This is governed by the tax rate and the assessed property evaluation. The criticism has always been that the distribution was unfair. The cry came when one school was given something that had to be refused another.

We have experimented with principals' budgets this year, and have advanced more rapidly and met with fewer difficulties than we had anticipated when we began. At least we have been so well pleased with this year's results that we have adopted the following procedure for next year. We hope to follow these steps:

- 1. Determine in advance the amount of each principal's budget.
- 2. Draw up a standard list of supplies applicable to all schools. This list will be provided by supervisors, principals, and department heads.
- 3. Send this list to each principal and let him determine, after examining his past needs and the amount in his budget, the amount or quantity of each article wanted for the school year.
- 4. Obtain the completed requisitions from the principal, and determine from them the (Concluded on Page 159)

A New Measuring Stick in Education

Marc P. Dowdell, Trenton, N. J.

asked me to come up."

A tall youth of good breeding and very apparent intelligence stood smiling pleasantly at the door of the private office of the principal of his school, the Trenton Senior High School at Trenton, New Jersey. His conscience being clear of any recent wrongdoing, he felt that he could meet the serious little man behind the desk without any special feeling of discomfort to be anticipated.

"Yes, Robert. Come in and sit down. I want to talk to you," replied Dr. William A. Wetzel, as he indicated a chair at the corner of his "I want to talk to you about your work. I think you have been loafing and it's time to wake up and get busy if you're ever going to amount to something," continued "Doc," who has been "Doc" to the boys of the Trenton high school so long that the sons of some of his earlier pupils are now in his classes.

"Why, sir," said the boy, "there must be some mistake. I received a passing grade in all my subjects."

"No. There is no mistake," the principal replied. "I know just what you received. There was a B in English; a C in algebra; another C in history; and a D in chemistry. But I am quite certain you are not attending to business. If you were any one of a number of other boys I could put my finger on, I would feel more like congratulating than scolding. But you have been loafing, and you know it. I know it, too, and that's just why you are here."

Robert was doing some rapid thinking of his own while Doc sat there looking at his record card and reading the riot act. He knew down deep in his heart that he had been loafing, but he felt that that was his business so long as he attained a passing average. He became somewhat indignant, and burst out with:

"I can't see how you can know any such thing. My record is clear. I have never failed to pass a subject. I have certainly done enough work to get by. The teachers must feel that I have done a fairly good job, or they would have flunked me."

"Yes. You have done a fairly good job," admitted Dr. Wetzel. "I told you before that I would be entirely satisfied with your record if some other boy had made it. But I am not satisfied with such a record from you. You have been loafing and you will not deny it, because you know my charge is true.

"Look here a moment. I have a new measuring stick which enables me to pick out just such cases as yours. You are a boy of more than average intelligence. Your score on the reading-comprehension test at the beginning of the year was 123. That puts you away up here on this chart," and Doc pointed to the figure 121-130 at the side of a chart lying on his desk. This was quite near the top of the sheet, the highest figure shown being 150.

"In the language of my chart," continued the principal, "the score you made on your report card was 8 points. This is on a basis of 4 points for an A; 3 points for a B; 2 points for a C; and 1 point for a D. An E or failure to do passing work counts nothing.

"Your 8 points brings you over here," he continued, following the line 121-130 to column eight across the sheet. "This gives you a D for effort. It proves to me that you have put mighty little steam into your work. Am I right?"

"I'm afraid you are," the boy admitted.

Thus was opened the way for a personal lecture on the duty that one owes himself to do his best. It closed with an appeal to patriotic

"Did you wish to see me, sir? Miss Wood idealism and the comment that the nation faces failure if its gifted children are to be content with just "getting by" in school.

The boy left Dr. Wetzel's office with a determination to "scratch gravel." The interview had probably been the turning point in his whole career.

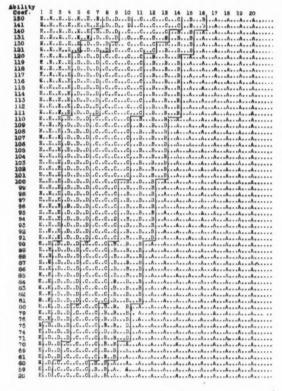
A little later 73 students at the Trenton high school, some of whom had made no better point score than Robert's eight, were called to the assembly platform and publicly cited for having scored A in effort.

Dr. Wetzel's effort chart, a new device in the field of school management, has been in process of formation for about two years. It was actually invented by J. W. Colliton, head of the Trenton high-school department of mathematics after Dr. Wetzel and C. S. Wightman, principal of the Centennial Elementary School of Trenton, had discussed with him the need for some practical method of accurately estimating the effort put forth by pupils in mastering subject matter.

Both principals were of the alert type who had squeezed just about all of the juice out of modern pedagogy and the testing program which forms so large a part of it. Their schools were in the van of the educational procession in Trenton and in New Jersey. Both had experimented largely with various kinds of intelligence, reading-comprehension, and vocabulary tests of pupil ability. They had likewise made good use of the newer ideas about achievement tests. Both had come to the point where they were all too aware of the discrepancy between pupil ability and pupil accomplishment.

"I would like to be able to prove mathematically just how hard my pupils are working," Mr. Wightman, a former instructor under Mr. Colliton in the mathematics department of the Trenton high school, told his friend. "And I know you are the man who can help me, that is, if anybody can."

"There is a formula, I know," Mr. Wightman continued. "But that is too long and involved to be of any practical value to me. I must have some kind of graph or chart which would enable me to work the thing out rapidly and without too much calculation."



EFFORT CHART—USED TO DETERMINE ACADEMIC SCORES OF PUPILS ON THE BASIS OF MENTAL ABILITY.

Mr. Colliton's imagination was fired by this conversation. He recalled that Dr. Wetzel had also discussed the desirability of a method of correlating ability with achievement to discover the amount of effort high-school students were putting into their work.

Dr. Wetzel had expressed himself as deeply concerned over the effect the rapid increase in high-school population would have on the efficiency of the teaching. He realized that he was no longer receiving the carefully selected group of students which had come to him in the early years of his principalship. He saw a tendency toward mediocrity for the whole mass of students if some plan for distinguishing between them could not be worked out.

To this end the courses of the Trenton high school had all been carefully revised. Every element of instruction was weighed and set down in one of three columns. The first was labeled Minimum Essentials and must be thoroughly grasped by every student awarded a diploma. The second was marked Average Increment and must be mastered by those who would receive a grade of "B" in that subject. The third, named Superior Increment, must be mastered in addition to the two prior fields by those desiring to graduate with the rating of A.

This worked well for ambitious students of every grade of ability. But it still failed to touch the boys and girls who were gifted with exceptional ability and yet were content to drift with the tide and throw away much of the educational opportunity afforded them.

"I would certainly like to find some method of proving to the loafers that I know they are loafing," the principal had told his mathematical right hand.

Musing over these things one Sunday morning shortly thereafter, Mr. Colliton took a sheet of coordinate paper and began to spot the achievement grades of the entire student body of the high school. In order to do this, he listed the ability coefficients down one side of the sheet. Then he determined that a student rating "A" in any subject would receive four points for that subject, "B" would constitute three points, "C" two points," "D" one point, and "E" nothing at all.

Figuring point scores as he went along and spotting them with relation to the ability coefficients of the students, he soon found he had a picture of the whole student body, which indicated the relative effort each had put into his work. Applying the theory of probability to his picture, he further drew lines roughly diagonal which, beginning at the left, cut off 10 per cent of the whole group from the remainder. These he marked the E group; the next 20 per cent to the right constituted the D group so far as effort was concerned; then came a band of 40 per cent, the great middle class content with mediocrity, these were the C group; the next 20 per cent was the B group; and the final 10 per cent the A's.

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Pleased to find that the lines he had drawn from actual computation agreed with mathematical theory to a surprising extent, Mr. Colliton called his chief on the telephone to tell him he had something worth showing. After a brief conference the two became convinced that the problem, aside from minor refinements which experience would bring forth, was solved.

Since that time the experience of larger groups of students, added to those groups originally employed in fixing the standard, have been imposed on the picture. Thus far it has been unnecessary to change the position of the original lines separating the effort ratings.

Mr. Wightman was equally enthusiastic at Mr. Colliton's success. He, too, adopted the chart for his school. In working it out, how-(Concluded on Page 160)

The Right of School Authorities to Exercise Control Over Pupils Outside of School

William E. Jones, New Castle, Ind.

It is a certainty that the control of school authorities does not absolutely cease after the students have left school. In most instances where it has been shown that acts have been committed outside of school, directly affecting the good order, discipline, morale, or welfare of the school, the courts have strongly supported the school officials in regulating the conduct of pupils. We do not mean to say that the officials can apply any regulation they wish. In some instances the courts have ruled that the boards have not been reasonable or have been misguided in their efforts to control pupils outside of school, for the good of the school.

Regulation of Moral Conduct
In recent years compulsory-attendance laws have required the attendance of all children up to the ages of 14 or 16. High schools have also become very popular and include students from all classes of society, up to the ages of 18 The problem of regulating morals has occupied the attention of many school administrators.

Although the writer has not gone into any research on the matter, he has the impression that many state legislatures have noted the moral problem and in consequence have passed legislation giving school authorities the specific authority to expel pupils for immorality. It would be easy to find, in the school laws, whether a given state has a specific statute dealing with this subject. However, in the absence of a speeific statute, officials can feel safe in assuming that they will be supported by the courts in the expulsion of immoral students. There is an early case on this point that came up in 1851.1 A girl was expelled on the ground that she had been guilty of sexual immorality outside of school. Her conduct while attending school was not questioned. The girl's father brought suit, on a statute providing that "any child unlawfully excluded from attending one of our public schools as a pupil to be instructed, shall recover damages therefor in an action on the case, brought in the name of the child, by a guardian or next friend, in any court against the city or town by whom such public school instructor is supported."² The court pointed out that such statute was passed to insure that children entitled to the benefits of a public school could not be refused instruction by school authorities, and that, "these important rights to school education, provided by law for all the youth of the commonwealth, at public expense, were not provided for and guarded by adequate and practical remedies and, therefore, passed the statute in question."

The plaintiff claimed damages on the ground that his daughter was an inhabitant of Charlestown, of a proper age, and entitled to attend the public schools. The defendants had filed notices with the court that during the year of 1845 the girl had been guilty of a continued course of immorality. The plaintiff claimed that the conduct of his daughter during 1845 had nothing to do with her right of school attendance; that while in school she had obeyed the teachers and the rules of the school. It was further stated that a good moral character is in terms required by law of instructors, but not of pupils, and hence, that conduct outside of school is not good ground for exclusion. Quoting from the

opinion of the court:3

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The argument for the plaintiff is, that it is the right of every child between 7 and 16 to go to school for instruction; that this right is absolute

¹Sherman v. Charlestown. 8 Cush. (Mass.) 160, 62 Mass. 160 (1851). ²Mass. Statutes of 1845, c. 214. ³Sherman v. Charlestown, supra.

and indefeasable; that if a young person, male or female, sustains a bad moral character, and is guilty of gross acts of notorious misconduct, out of school, provided there is not violation of the of school, provided there is not violation of the rules of the school and no misconduct in school. such pupil cannot be rightfully excluded for any cause, and of course every exclusion must be wrong-ful. If such were the intentions of the legislature,

The general school committee of a city of town have power, under the laws of this commonwealth, in order to maintain the purity and discipline of the public schools, to exclude therefrom a child whom they deem to be of licentious and immoral character, although such character is not mani-fested by any acts of licentiousness or immorality within the school.

In Arkansas, where the statutes authorize suspension for gross immorality, the courts have held that pupils may be suspended for being drunk and disorderly, in violation of municipal ordinances, although such conduct was not on the school grounds.⁴ The pupil was said to have been drunk and disorderly on Christmas (a holiday). Quoting from the opinion of the court:

Large discretion is allowed the teacher and board within the statute in determining what course of conduct on the part of the pupils is necessary for the good of the whole school. Any conduct on the part of a pupil that tends to demoralize other pupils or to interfere with the proper and successful management of the school,—i. e., to impore the discipling—which the teacher and the or insubordination.

in going outside of the school to prevent moral corruption of students. In one case⁵ it was held

A school principal had a right to enforce a regulation that all pupils go directly home at the close of school. The court said, "The rule and method of enforcing it are reasonable, unless it be the law that those in control of our public schools have no jurisdiction over pupils outside of the schoolhouse and yard. It is not only the legal right but the moral duty of the school authorities, to require children to go directly from school to their homes. All parents who have a proper regard for the welfare of their children desire it . . . The dangers to which children are exposed upon the streets of cities are matters of common knowledge.... In no other ways can parents and teachers act in harmony to protect children from bad influences, bad companionship, and bad morals.

it is strange that they should have used such a significant "qualifying" term as that of "unlawfully," implying that there might be a lawful exclusion, from which no such consequence would follow. The court decided that: The general school committee of a city or town

successful management of the school,—i. e., to impair the discipline,—which the teacher and the board shall consider necessary for the best interest of the school may subject the offending one to the punishment prescribed in the above statute.

Section 7637, Kirbys Dig. expressly authorizes the directors of any district at the instance of the teacher to suspend from the school stance of the teacher to suspend from the school pupil for gross immorality, refractory conduct The courts will also support school authorities

⁴Douglass v. Campbell, **116** S. W. 211, 20 L. R. A. (ns.) 205, (1909). ⁵Jones v. Cody (1902), 132 Mich. 13, 41 A. L. R. 1317.

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There is another case⁶ in which the present writer is not sure that morality is involved. A Mr. G. had a confectionary and school-supply business across from the city high school of Huntington, Indiana. The school administrators ordered the students to stay out of G.'s place of business and wrote letters to the parents of students, advising them that students visiting this particular store would be suspended. The plaintiff alleged that his store was "brought into disrepute and discredit" among the people of Huntington, to plaintiff's damage in the sum of \$5,000. One of the arguments of the plaintiff was that the letters sent to parents contained no explanation as to why the students should not visit the store. The storekeeper was not accused in any way, the administrators simply stated that pupils must stay away from the store. It was not brought out whether the students were ordered to stay out of the store because of a moral situation or otherwise. There is often existent in a town or city some business place where no restraint is placed upon students and often the attitudes of the proprietors encourage impropriety and indecency among students. There might have been other reasons why the officials put the ban on G.'s store, but the fact that the court would uphold the school authorities points to the conclusion that there would be a tendency to sustain officials in attempting to keep pupils out of places when their morals might be affected. The writer can conceive of no better reason for forbidding pupils

entrance to a place of business. This is not a supreme court decision. The writer is not sure that all courts would sustain a school board in forbidding students the entry of a place of business without assigning any reason for so doing. In a somewhat similar case in Texas7 the plaintiff had a candy, food, and school-supply store adjacent to the schoolhouse. The school set up a cafeteria and a supply store and forbade the students to buy at the plaintiff's store. In this case the court held that such action was in reality a boycott, and beyond the powers of the school board. In the Jones v. Cody case8 the plaintiff was a storekeeper who objected to a rule that the pupils must go directly home and not stop at the plaintiff's store on the way.

None of these cases apply exactly to a common situation where there is a business place that corrupts the morals or contributes to the delinquency of students. However, the court, in Jones v. Cody, pointed out that children were subject to moral dangers on the way home from school and that school boards had the right to pass rules for the protection of their morals.

It seems quite probable to the writer that in case a board could show evidence of a bad moral condition that the courts would sustain them in forbidding pupils the entry of certain places of business.

School Morale

When students ridicule the school in public places, such actions have a tendency to affect the conduct of students after returning to school, to lower the morale of the schoolroom, and to make good discipline more difficult. The school is also affected by outside quarrels and feuds. When there is enmity and bad feeling between students or groups of students, outside of school, it will be evident in school. When students enter the school building, they cannot hang on a hook with their hats, certain grudges

"Guethler v. Altman (1961), 26 Ind. App. 587, 84 Am. St. Rep. 313, 60 N. E. 355, 41 A. L. R. 1318. 'Haily v. Brooks, 191 S. W. 781. 'Slbid.

and enmities held toward fellow students. The courts recognize these facts and will support the school authorities in enforcing rules of pupil conduct outside of school, if such conduct has a tendency to affect the discipline and good order of the school.

There is the early case of an 11-year-old boy9 who had returned home from school and was engaged in a chore. While driving his father's cow past the teacher's home he hailed the master as "old Jack Seaver." The next day when school convened, Mr. Seaver lectured the boy on his demonstration of disrespect and meted out punishment with a rawhide. The boy's father brought suit against the teacher for punishing the son for an act committed when the boy was under the authority of his parents. The following is a quotation from the opinion of the

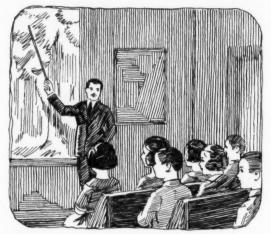
Offense was committed an hour and a half after the school was dismissed and after the boy had returned home and while he was engaged in his father's service. When the child has returned home, or to his parents' control, then the parental authority is resumed and the control of the teacher ceases, and then, for all ordinary acts of misbelief the resumed and the control of the teacher ceases, and then, for all ordinary acts of misbelief the resumed all the control of the teacher ceases. havior, the parent alone has the power to punish.

But where the offense has a direct and immediate tendency to injure the school and bring the master's authority into contempt, as in this case, when done in the presence of other scholars and of the master, and with a design to insult him, we think he has the right to punish the scholar for such acts if he comes again to school.

In another case¹⁰ some older pupils wrote a poem ridiculing the rules of the school and persuaded some younger children to take it to the local newspaper and have it published. The pupils who took the poem to the newspaper office were suspended. The court questioned the wisdom of the punishment inflicted, but held that the school authorities had power to punish pupils for such conduct even though it took place outside of school.

In a somewhat similar case¹¹ the court would not sustain the suspension. In this instance the school board members had been regularly visiting the school. After the scholars had gone through certain academic exercises, it had been the habit of the board members to address the school, commenting on the work of the pupils, praising those whom they thought had done well, and offering criticisms to others. It is possible, then, that the board members may have attempted judgment on schoolwork that they as laymen would have been wiser to have left to the teacher. Some students wrote an article ridiculing the actions of the board, and had it published in a newspaper. The reasoning of the court seemed to be that the pupils not having mature judgment, did not realize they were committing an act against good school disci-A statute provided for dismissal for gross immorality or for persistent violation of the regulations of the school. The court held that: "This statute did not authorize the board to suspend pupils for acts tending to destroy the peace and harmony of the school, exciting insubordination, or ridicule of directors, in absence of any regulation prohibiting such acts." The court further stated that the action of the board was "essentially ex post facto," that the board had a right to make a rule applying to such conduct, but in the absence of such a rule the pupils could not be punished.

It is quite probable that the feeling of the court was essentially the same as in the two previous cases. It seems possible that the directors in assuming their competency to actually criticize and supervise academic work may have laid themselves open to general ridicule. The attitude of the teacher and the public toward their actions may have influenced the



offending pupils, though nothing was said about this in the court reports.

Let us keep in mind the difference between this case and the two previous cases. In the first case disrespect was shown to a teacher, in the second, school rules were ridiculed, but in the last case the ridicule of the directors arose from certain of their acts that were not essential. It may be that in 1870 such acts were common. Today school directors leave supervision and criticism of schoolwork to the teachers. It should be remembered, however, that the court held that when proper board regulations were made and the pupils shown what they could not do, then the court would sustain suspension for violation thereof.

Control of Student Feuds

It is possible that better school practice is helping to eliminate the showing of disrespect toward school authority, and probably the conduct of students toward one another is a more important factor in the maintenance of a school morale. A reasonable teacher who is well trained in subject matter and knows the correct methods of presenting his subject will usually command the respect of his pupils. Through reasoning he persuades them to accept his judgment, but when school is dismissed, we have the rights and opinions of the student pitted against the rights and opinions of other students. For this reason there is still considerable need for regulation of students outside of The courts have upheld the right of the school to exercise control over the conduct of students toward other students. In a Missouri case¹² the supreme court ruled that punishment may be inflicted because of a violation of a rule prohibiting profane language, quarreling, or fighting among pupils even though the violation occurred one half or three fourths of a mile from the schoolhouse, after school had adjourned for the day and the pupils were on their way to their respective homes.

The effects of scholars using to and with each other obscence and profane language, quarreling and fighting among themselves on the way to their homes, would necessarily be felt in the schoolroom, engender hostile feelings between scholars, arraying one against the other, as well as the parents of each, and destroying that harmony and good will which should always exist among the scholars who are daily brought in contact with each other in the schoolroom.

The Texas Court of Appeals has sustained a teacher in a rule13 that pupils shall not fight with one another at any time. In this case the teacher whipped a 9-year-old boy for fighting. The parents had the teacher indicted for assault and battery. Quoting from the opinion of the

That punishment was inflicted for an infraction a rule of the school, which infraction was committed away from the schoolhouse, and not during school hours, did deprive the teacher of the legal right to punish the pupil for such infraction.

There is a recent case¹⁴ where a boy had returned home and was guilty of abusing two

Deskins v. Gose, 85 Mo. 485, 55 Am. Rep. 387 (1887). Hutton v. State, 59 Am. Rep. 776, 5 S. W. 122 (1887). 'O'Rourke v. Walker, 128 A. 25, 102 Conn. 130, 41 L. R. 1310 (1925).

small girls who were on their way home from school. The Connecticut supreme court of errors in delivering an opinion stated that:

The authority of the teacher is not confined to the schoolroom or grounds, but he may prohibit and punish all acts of his pupils which are detri-mental to the good order and best interests of the school, whether such acts are committed in school hours or while the pupil is on his way to or from school or after he has returned home.

The court further stated that:

Examination of the authorities clearly reveals the true test of the teacher's right and jurisdic-tion to punish for offenses not committed on the school property or going and returning therefrom, but after the return of the pupil to the parental abode, to be not the time or place of the offense, but its effect upon the morale and efficiency of the school, whether it in fact is detrimental to its good order, and to the welfare and advance-ment of the pupils therein. If the conduct punished is detrimental to the best interests of the school, is detrimental to the best interests of the school, it is punishable, and in the instant case, under the rules of the school board, by corporal infliction.

The claim made in the argument that the small girls who were abused were trespassers upon the property of plaintiff's mother is of no avail. There is nothing in the record to show that the plaintiff was acting under the direction of his mother, and even if he were, such conduct as the court has found to exist would not be lawful.

Perhaps this opinion states pretty well the attitude of the courts on the control of pupils outside of school.

The courts will not uphold the school in any effort to substitute its ideas of what might be good for the pupil for the ideas of the parents. The school trustees of an agricultural high school adopted a rule that pupils should wear a uniform of khaki when in attendance upon school or when visiting public places within five miles of the school. The lower court (chancery court, Wilkenson county, Mississippi), held that,15

The orders passed by the board of trustees, requiring the students to wear the uniform not only while in attendance in the school, but when they appear in public places and on the streets, is not such an unreasonable regulation that the court should interfere when the testimony shows that it aids in the discipline of the school

But the court also held that if it is the purpose to invade the home and undertake to say what the children should wear at all times, the rule would be unreasonable. The supreme court16 in sustaining the decision held that the trustees could enforce the rule on pupils living in dormitories under their jurisdiction and upon day students during their custody by the trustees.

"That is to say, after they leave the house of eir parents to attend school and until they return to the home after school is over It does not apply to those children on holidays when they are within the care, custody, and control of their parents."

Absence and Tardiness

The authority of the school to discipline pupils for absence and tardiness may be pointed out as a legitimate function. An Iowa school board passed a rule that any students absent six half days in four consecutive weeks could be suspended if student did not have a proper excuse. One parent stated17 to the teacher, that a son was kept out to work, and that no assurance could be given against a repetition of the fault. The father claimed the right to detain his child from school at any time and yet send him to school. In the second instance 18 parents kept a girl out of school to go on a visit with them. Quoting from the opinion of the state supreme court:

Irregularity of attendance of pupils not only retards their own progress, but interferes with the progress of those pupils who may be regular and prompt . . . If the effects of the acts done out of school hours reach within the schoolroom during school hours and are detrimental to good order and the best interest of the pupils, it is evident that such acts may be forbidden. evident that such acts may be forbidden.

⁵Jones v. Day, 89 So. 906, 18 A. L. R. 649. ⁶Ibid

TBurdick v. Babcock, 31 Iowa 562 (1871).
RChandler v. Babcock, 31 Iowa 562.

⁹Lander v. Seaver, 76 Am. Dec. 156, 32 Ver. 114 (1859). ¹⁰State ex rel. Dresser v. District Board, 41 A. L. R. 1315 (1908), 116 N. W. 232, 135 Wis. 619. ¹¹Murphey v. Independent Sch. Dist., 30 Iowa 429

The supreme court of Missouri has upheld the same rule.19 In this case the student had played truant and was expelled. In the opinion the court stated:

That the judiciary might interfere in cases of rules manifestly reaching beyond their (board of education) sphere, of action and relating to subjects nowise connected with the management or successful operation of the school, was decided by this court in Dritt v. Snodgrass, 66 Mo. 286, and that the courts might interfere also in cases where the rule was calculated to subvert or retend the rule was calculated to subvert or retard the leading object of our legislation on this subject, may also be conceded.

The final reasoning of the court was practically the same as in the case of Burdick v. Bahcock.

In these cases on absence we find the courts holding that such conduct, coming from the home, not only destroyed the real value of schoolwork for the truant but also tended to destroy the effectiveness of organized classwork for the other students. All teachers would agree with the courts that students who do not attend regularly are a hindrance to classwork. The writer would like to show the attitude of the courts toward the school in its effort to control outside conduct that affects, principally, the individual. It is rather difficult to distinguish between the actions and rules made in the interests of the individual and those made in the interests of the school in general. Even if the student does attend school regularly his conduct outside of school hours may hinder effective schoolwork.

Outside Control in the Interests of Individual Schoolwork

It has been stated that the teacher cannot go into the home and assume control that rightfully belongs to the parent. It appears that the courts have been very judicious in handling such cases. They have showed a willingness to support the school authorities in all reasonable efforts to control pupil conduct, anywhere, and at all times, if the conduct directly affects the school. It is very difficult to say just where school control ceases, and parental control begins. Teachers will say that careless parents make it necessary for the school to assume disciplinary duties that the parent should exercise but does not put forth any effort to do so; that parents should do the thing the teacher is doing or at least cooperate. On the other hand, it is possible that in some cases the school has attempted control that conscious careful parents see no need for. The case of the school requiring that students wear uniforms within five miles of the school is a good example. Many parents deeply interested in the welfare of their children and good school discipline would be unable to see any connection between this rule and the efficiency of the school. A school board in Missouri passed a rule that students should not attend social parties during the school term.20 A 17-year-old boy went to a party, with the consent of his parents. It appears from the opinion of the court that it was an ordinary small-town party with no offensive conduct. In the suit for damages for wrongful expulsion, the court would not hold the school board liable for passing rules under the impression that the rules were needed, but the court did strongly intimate that the rule was not reasonable and without the jurisdiction of the board:

While this court might on mandamus to compel While this court might on mandamus to compet the board and teacher to admit a pupil thus expelled, review the action of the board, and pass upon the reasonableness of the rule, which we do not, however, decide here, yet the doctrine that the courts could do this is very different from that which would hold the directors liable in an action for damages for enforcing a rule honestly adopted for the maintenance and discipline of the school.

If they can prescribe a rule which denies to the

If they can prescribe a rule which denies to the parent the right to allow his child to attend a

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¹⁹King v. Jefferson City School Board, 71 Mo. 628.
²⁹Irritt v. Snodgrass, 66 Mo. 286, 27 Am. Rep. 343 (1877).

social gathering except upon pain of expulsion from a school which the law gives him a right to attend, may they not prescribe a rule which would forbid the parent from allowing the child to attend a particular church.

A school board in Mississippi passed a rule requiring pupils to remain in their homes from 7 to 9 o'clock in the evening. A father took his son to church, and the boy was expelled for violating the rule. The supreme court of Mississippi²¹ refused to sustain the rule. The court gave an opinion that:

may be that the school authorities would have a right to make certain regulations and rules for the good government of the school, which would

************ VACATION CALLS How clear the voice is calling The voice of rocks and rills! On warm wind rising, falling It speaks of summer's the A vision of the mountain With forest trees bedecked, Or else the ocean-fountain, Or some spot lone, select . . . he farm-land soft, alluring, The farm-land soft, alluring, Gives promise of delight, With oak-tree hard, enduring, And coolness in the night. A well-earned rest is nearing-A rest from schools and halls. Ah! Hear the students' cheering; How clear vacation calls! -PAUL J. McCANN.

extend and control the child even when it had reached its home; but if such powers exist, it can only be done in matters which would per se have a direct and pernicious effect on the moral tone of the school, or have a tendency to subvert and de-stroy the proper administration of school affairs.

.....

The court would not undertake to say of "what such things shall consist, but will decide as each case comes to court."

Rules providing that students shall not attend any parties during the school season or that students shall stay at home at certain hours in the evening are perhaps too broad. The rule does not necessarily remedy a specific school ill. If parties were held every night or even two or three nights during every school week, the courts might uphold an anti-party rule. In the case of Mangum v. Keith,22 a school board had forbidden attendance of pupils upon movingpicture shows on any school night, except Fri-The court upheld day and Saturday nights. this rule. It is possible that there is no conflict between the decision refusing to sustain the anti-party rule and the decision sustaining the anti-moving-picture rule. The attendance upon the movies is a community fad in some cases. If it happened that a considerable number of pupils were in the habit of attending the movies two or three nights every week, such attendance would be detrimental to the work of the school. In such a case a reasonable parent would see the wisdom of such a rule but would not be willing for the school to say that students could not go to occasional church socials, scout parties, or other social functions.

In another case a child was disciplined because he refused to do homework in arithmetic The court23 held that the teachers have a right to require homework. This decision in no way conflicts with the decision on the rule requiring that the students stay at home from 7 until 9 o'clock. Both requirements were for the same purpose, but one rule is unreasonable while the other is reasonable. The fact that a student would stay at home from 7 until 9 o'clock would not insure that homework would be done. On the other hand, the arithmetic problems could be worked and the student be absent from home during the hours from 7 to 9 o'clock. Again, let us look at the problem from the standpoint of a conscientious parent who is willing to cooperate with the school. Such an individual

²¹Hobbs v. Germany, 49 So. 515, 22 L. R. A. 983. ²³95 S. E. 1, 147 Ga. 603 (1918). ²³Balding v. State (1887), 4 S. W. 79, 41 A. L. R. 1314

would be quite likely to object to one rule and indorse the other.

Outside Student Organizations

The last four cases seem to apply mainly to efforts of the school to improve the work of the individual pupil by exerting some control outside of school hours. The school also has the problem of outside organization of pupils to meet. If organizations outside of school are made up of pupils, the activities of the organization may have considerable effect on the schools. In the first place, too much activity on the part of the individual pupil may lessen his efficiency in school. The organization may build up school factions, or work to the detri-ment of school morale. There may be a situation affecting the morals of the students. The fact that students are participating may give the general public the impression that the school authorities are responsible or that the activity is under the auspices of the school. A school board in Iowa passed a resolution approving school games and school athletic teams, but at the same time passed a rule prohibiting football as a school sport on the grounds that it was dangerous and unsuited to the physical needs of high-school boys. A group of high-school students organized a team and posted bills advertising a game between their team, as a school team, against another high school. The game was played on a holiday. The court24 ruled that the board of education could suspend students for playing football under the name of the school and against another high school, even if the game took place outside of the school premises and on a holiday. In the case of Lee v. Hoffman Board,25 the court held that the school board was not exceeding its powers, nor was unreasonable in requiring that all pupils in the public schools obtain the sanction of the school board before affiliating with fraternities or societies. However, the fraternity problem has been so widely dealt with by both legislatures and courts that it constitutes a problem separate from other disciplinary problems.

To Summarize

Some states have statutes providing for the expulsion of immoral students, but in the absence of a statute the courts will uphold the suspension of students who are guilty of gross immorality, at school or away from school. The state does not require that school children must have a certificate of good moral character, because it is usually thought that their characters are in the process of being formed while in Then it is not mere tendencies that school. determines exclusion but actual immoral acts. In order that the school may be enabled to correct wrong tendencies and remove temptations, the courts will uphold school rules controlling the conduct of pupils outside of school if it can be shown that these rules are reasonably necessary for the protection of the moral tone of the school. However, the question of morals does not necessarily have to be the major concern in rules that exert control outside of school. Any acts which have a direct tendency to destroy the proper administration of school affairs, which impair good discipline, or which are detrimental to the good order and best interests, come under the jurisdiction of the school and its rules. Fighting, quarreling, students cursing other students are destructive to school morale and good order and the courts have ruled that students committing such acts, at school or away from school, may be disciplined. Corporal punishment may be used as a means of discipline.

Disrespect of school authorities can also be punished. No rule is needed to force a respect-

Kinzer v. Toms, 129 Iowa 441, 105 N. W. 686, 3 L. A. (ns.) 496 (1906).
 Lee v. Hoffman Board (1918), 182 Iowa 1216; 166.
 W. 565; L. R. A. (1918) C. 933.
 (Concluded on Page 160)

Parent-Teacher Associations-Help or Hindrance?

The parent-teacher associations which have grown into considerable popularity in recent years have come under the scrutiny of a questionary which seeks to reflect the experience and judgment of the school executives and classroom workers upon them. M. B. Keck, principal of the high school at Clear Lake, Wisconsin, prepared the questionary and sent the same to all high-school principals in the state having six or more teachers in his employ. Out of the 182 questionnaries sent, he received 129 replies. The questions submitted and the answers received were as follows:

1. Did you have a parent-teacher association in your school last year? Answer: 63 yes,

2. In terms of your experience is the parentteacher association an organization school administrators should encourage? Answer: 58 yes, 19 no.

(3) Do you plan to boost the parent-teacher association as much as possible in your school this year? Answer: 51 yes, 50 no.

With the experience you have now had with the parent-teacher association, would you take the initiative to organize one if you were to go into a community where the organization had not been given a trial? Answer: 46 yes, 40 no.

5. In terms of your experience and judgment, do you think that the parent-teacher association has been a success? Answer: 48 yes,

6. Are you in favor of a public discussion of problems pertaining to your school as a part of the parent-teacher association program? Answer: 41 yes, 30 no.

Were the majority of your last years' teachers enthusiastic about the parent-teacher association? Answer: 24 yes, 58 no.

8. From the standpoint of administration, do you think that your school could be managed more efficiently with a parent-teacher association? Answer: 35 yes, 58 no.

In reply to the second question, 26 principals maintained silence, on fifth question 24 remained silent, and on the sixth question 34 principals preferred not to answer.

In reply to Principal Keck's question as to the strongest points in favor of the parent-teacher association, the following comments

were mentioned as often as indicated in the number following each sentence:

Parents and teachers get acquainted, 33; eooperation increased, 20; educates parents, 18; serves as a clearing house for school problems and misunderstandings, 17; entertainmentsocial value, 14; helps to carry out policies, or program of the school and administration, 13; creates interest in the schools, 12; creates mutual understanding, 11; keeps community and parents closer in touch with the school and its needs, 10; instrumental in bettering physical conditions, 9; publicity value, 7; brings parents to the school, 5; there are none, 5; aids in fostering extracurricular activities, 2: raises standard of young people, 2; hotbed for trouble, 1; parents and teachers desire it, 1; helps progress, 1; Americanization possibilities, 1; open democracy, 1.

The number who employed comments against the parent-teacher association were as follows: The parents and people of the community meddle with administrative problems, 47; the work falls upon the principal, superintendent, and teachers, 14; the people come to be entertained and as a result the parent-teacher association becomes merely social, 14; the right parents are not reached, 13; petty grievances are aired and arguments result, 11; destructive criticism develops, 11; poor leaders, 10; the parents are not interested, 9; factions are apt to dominate the parent-teacher association, 6; the procedure is divorced from the purpose, 3; lack of cooperation, 3; time is wasted, 3; insufficient speakers for programs, 2; the programs are too formal, 2; teachers are not interested, 2; parents bring their children, 2; no financial support, 2; the parent-teacher association is a failure, 1; does not aid the high-school boys and girls, 1; it produces factions, 1; cannot generalize.

The questions asked as to the secret of successful management of parent-teacher associations led to various answers. Some of these pointed out that it was in the right kind of officers, in keeping the association busy, and in keeping them under the control of the superintendent or principal. Other comments were to the effect that the people must understand the true purpose of the parent-teacher association, keep the organization free of politics and cliques, and not attempt to run the schools.

Contracts Between Architects and School Board

A most interesting legal contest between an architect and a school board was recently decided by the supreme court of the state of Illinois. J. C. Llewellyn, a well-known schoolhouse architect of Chicago, was asked by the board of education of the town of Cicero, a suburb of Chicago, to undertake the remodeling and repairing of a high-school building.

At a meeting of the board of education held in June, 1919, it was moved and carried that Llewellyn be engaged as "architect and instructed to draw plans and specifications for remodeling the old building acceptable to the board; his fee to be eight per cent of the cost of such alterations as approved; this including supervision of the work and all of his charges in connection therewith."

Apparently nothing was done by the board of education until in April, 1920, when similar action was taken, again engaging the architect to undertake the remodeling of the high-school building. This time the resolution provided that the work could be discontinued at the pleasure of the board, the services of the architect to be recompensed as established by the

American Institute of Architects. The specifications were more definitely outlined.

In September following, the board adopted a resolution to the effect that the architect be authorized to make complete drawings for the alteration and remodeling of the east and south sides of the building, and for a west addition.

No formal contract was entered into by the board of education as contemplated by the resolution of April, 1920. But, the architect proceeded with the execution of the work. It appears from the record that after the drawings and specifications were completed, bids were taken for the work contemplated. But, the contracts were not let, and the board of education decided to abandon the entire project.

The architect then presented his bill for the work performed by him which the board refused to pay. Its contention was that the contract of April, 1920, was illegal because expenditures of this character must be approved by a vote of the people. The court, however, held that the failure to enter upon a formal contract did not release the board of education from obligation and that the powers of such bodies in the



WILLIAM A. BOYLAN,
Associate Superintendent of Schools,
New York, N. Y.
The board of education of New York City recently elected
District Superintendent William A. Boylan as Associate
Superintendent to succeed the late Edward B. Shallow.
Mr. Boylan is a graduate of St. Francis Xavier College,
and has served in the public-school system more than
thirty years, as teacher, principal, and district superintendent. As district superintendent he served in the Boroughs of Richmond, Manhattan, Bronx, and Queens. For
three and a half years he was in charge of high schools.
Mr. Boylan has served on numerous educational committees and is an author of school texts in arithmetic and
English.

matter of repairing and remodeling were broad and liberal, and that the restriction applied to new buildings only.

The resolution of both June, 1919, and April, 1920, recited that "certain portions of the present school building have become unsuitable, inconvenient, and unnecessary for school purposes," and that it was the opinion of the board "that the same should be repaired and improved in such manner as will make it (them) more suitable for present-day needs and requirements," and therefore, it was resolved to retain an architect "for the purpose of making plans and specifications to obtain the desired improvements."

The case was originally entered in the superior court of Cook county, Illinois, and, upon a decision in favor of the architect rendering judgment in the amount of \$22,082, was appealed to the appellate court. Thereupon the case was taken to the supreme court. This court summarized the three pleas of the board of education as follows:

"The first plea averred that appellee was to be paid only if the work was let according to the plans and specifications, and that no work was ever let. The second plea averred the contract was void because the work contemplated was for building purposes other than ordinary repairs and improvements to building and grounds other than improvements to be paid for by special assessment or special taxation, and could not be made without an affirmative vote of the voters of the district at an election, and no election was ever held. The third plea averred the contract was void because the work contemplated was not for the wants of the district for the next ensuing school year, only, but the improvements were to be made from time to time in the future by future boards of education as the growth and needs of the school district might require."

The court then proceeded to deny each of these pleas, contending that the fact that no work was done did not void the obligation, that the contract was not subject to special assessment, and finally that it was immaterial whether the work extended beyond the current year or not. In discussing the schedule of the American Institute of Architects, the court quoted article 8 as follows:

(Concluded on Page 160)

The Teacher as an Administrator¹

PART III-THE TEACHER AS A COLLEGE DEAN

Harlan C. Hines, University of Cincinnati

It has been difficult of late years to know just what type of officer is meant when one speaks of a dean. The term as used in educational circles always refers to an officer in a college, except as it has been appropriated for description of certain high-school officers in imitation of the higher institutions, and it usually is applied to a person in charge of all local or internal affairs. An indiscriminate use of the title, however, has given the same label to such offices as those performed by a dean of men, a dean of women, a dean of the faculties, a dean of deans, and a dean of a graduate school. In this discussion reference is made only to the dean of a college, and the duties as later described will make clear just what is meant.

In the early days of the higher institutions when student body and teaching corps were both small, it was possible, even necessary, for the president to have immediate direction of all details involved in the management of his college. With the increase in student population, and the subsequent increase in the size of the faculty, the president found it expedient to release many of his duties to under officers who appeared as heads of committees, heads of departments, or as full-time assistants to the president himself. Thus, in the small college there is still to be found an officer, known as the dean, whose office corresponds to that of dean of the faculties or assistant to the president in the larger universities. In the latter, however, where separate colleges devoted to certain types of training have been created, each has its dean. The relationship of such officer to the president may be thought of in a quite limited sense as that which exists between a principal and the superintendent of a system of lower schools. The dean in his college is the representative of the president and is responsible to the latter for all the activities that involve the deanship. The selection of one person to whom could be given this responsibility resulted from the modern tendency to centralize authority, which, in turn, grew out of the failure of executive committees to eliminate bias and disagreement in matters that concerned the policies of the institution as a whole.

How Deans are Chosen

Deans are usually chosen from one of three The commonest custom is to elevate sources. the head of a department within the college or, in the absence of such officer, one of the memhers of the teaching staff. Another practice is to select a faculty member from some other institution or a dean of a like college elsewhere. And a third and the most unusual procedure is to appoint a member of the teaching staff of some college offering an entirely different type of instruction. The manner of selection is in no wise uniform since it depends upon the reason for it. The president, in representing the board of regents or trustees, must choose an individual who will work hand in glove with him. He may or may not be able to find such a person within the college. Again, he must find some one who has the qualities of a leader and administrator and who will make the college a success. To do this he may need to go to other institutions. And finally, and fortunately not frequently, the president appoints to the deanship some person whose work has been in no wise related to that in prospect because that person either has been antagonistic to the college and as the president's representative will keep it in its proper sphere or, because of his

unfamiliarity with the new field, it is felt that he will be in a better position to point the way than some one closer to the situation. Unless there be danger of inbreeding or unless there is no one available who would fit into the position, the first plan of selection—the elevation of a head of a department or a member of the college teaching staff—is usually the happiest solution.

For the president who is anxious to fill the position with a person who will give the greatest service over the longest period of time, a rough job analysis must be made. This may show that the deanship is to be characterized as clerical, as supervisory, as needing an organizer, or a committee chairman, or a propagandist, or a socially-minded individual. There may be but one of these characteristics outstanding, or a few of them in equal strength, or all together, challenging the president to find some one so yersatile that he can be "all things to all men."

The Dean Strong of Heart

The success of a college rests with the dean. While his inabilities may not have the strength to destroy it, certainly he can go far toward making it an outstanding college, and each step he takes or fails to take measures the effectiveness of the college as surely as the tick of the clock measures the passage of time. Unlike the principal in the lower school, he usually is allowed to select his teaching staff, but like the principal, he does not contract with them or pay their salaries. Thus he is in a position to be buffeted about and only the strong of heart will make progress against the headwinds likely to be encountered. The fact that he is a dean and thereby the president's representative marks him off as separate and apart from his own teaching staff; the fact that he is representing a particular college prevents him from getting very close to the other deans; and the fact that he is an under officer frequently shuts him out of the president's confidences. It is an extremely difficult position and invites sympathy from those who understand it. Because of a lack of understanding many potentially successful deans have withered during the early years of their respective regimes. Others have been inspired to great deeds through the encouragement of the students of the college.

He who aspires to be a dean should know first of all that he will be expected to work harder than any other member of the college faculty except the president himself. The difficulty of the task will be affected somewhat by the size of the college, but the variety of duties will remain as great. The bane of the deanship is the clerical work involved. Partly because it



is so difficult to secure approval of the employment of assistants and clerical workers, and partly because there are so many small tasks that can be done by the dean alone, the work of the office can be accomplished successfully only by a person who is not only willing to "toil terribly" but who has a strong liking for detail.

Student Relations that Wear

Many students are attracted to a college because of the reputation of the dean. He would be most unworthy of the title if he failed to encourage these, yet these same students are likely to consume much of his time needlessly and to put a strain upon his energies that even time, because it involves more of the same thing, cannot heal. They do not wish to, in fact, in some institutions they cannot, register without first seeing the dean, and no substitute will do. For a change of subject, course, or college, they must see the dean. For late entrance, nonattendance, or infraction of the college rules, they must see the dean. For registration of complaint of any kind, they must see the dean. And, for promotion or graduation, they cannot avoid seeing the dean. It is perhaps needless to mention that those enrolled in his courses respect his opinion and seek to gain his advice and get into his good graces at every turn. Many will depend upon him to secure positions for them and this involves a series of conferences with each.

As his college grows the dean needs more aff members. These, although he does not staff members. actually employ, he must find himself, and he resorts to one of three methods. First, he may visit other institutions or places of convention where he may meet prospective candidates personally. Second, he may cause those whose services he desires to come to the college for conference, or to teach on trial. And third, he may forego either or both of these plans and make his recommendations to the president on the strength of written testimonials he has received. The last-named plan is the easiest, but the most ineffective, and he may find himself obligated to retain on his staff persons whom he would not have selected had he been able to confer with them prior to appointment. Either of the other two plans consumes much of his time and energy through travel or interview, or both.

With students and staff provided, a curriculum must be drawn up. The final responsibility of so organizing it that it will not only meet the needs and demands of the students and fit into the general policies outlined by the administration, but that the various courses and subjects can be fittingly presented by the staff, will fall upon the dean. This not only involves the appointment of committees from which will be submitted recommendations for additions or revisions of courses and subjects, but makes necessary many staff meetings and conferences over most of which the dean must preside. Again, it calls for a certain amount of supervision of the activities of the staff, and this must be so conducted that elimination of duplication of teaching material or even of entire courses or subjects is made possible. All courses offered will be presented in their relation to courses of other related colleges or professional schools and the detail connected with planning them in light of this relationship is neverending.

Staff Problems

It is well to mention in passing that students and faculty are drawn from all walks in life, and even in those colleges offering pre-professional courses neither the teachers nor the

The first and second parts of this paper, relating to the teacher as principal and superintendent, respectively, appeared in the School Board Journal for November and December, 1926.—Editor.

taught will react to the same situations with a high degree of similarity. The dean must be prepared, therefore to deal with all types and conditions of mentality. In choosing his staff, the members of which are to adapt themselves to the problems of teaching students with strong individual differences, he may surround himself with individuals cut from the same pattern and with the coloring washing out, or he may choose a variety of dominating and forceful types who have come, or show possibilities of coming, to positions of authority in the fields of their endeavors. By following the first plan he must do most of the work of the college. By following the second he must expect much disagreement. So in either case his burdens are little lightened, if not increased.

For his staff the dean must determine the distribution of the teaching load. The number of hours per week to be given to instruction by each member is usually prescribed in the offices of administration, but the courses or subjects must be so assigned that each instructor will perform according to his strength. The college staff is made up of three classes of instructorsteachers, laboratory workers, and writers. single individual may fall in any one or all of these classifications, but the larger the staff the more pronounced are the lines of demarcation. Some members do better work if given a full teaching load of the simpler and well-established subjects; others, if assigned laboratory duties; and still others, if allowed some freedom for research and the opportunity to report upon their findings. Therefore, constant readjustments need to be made and the dean will have this added responsibility.

One of the perplexing problems falling to the lot of the dean is the assignment of rank and the determination of salary. While the salaries for certain ranks in the teaching staff are usually fixed by the board of regents, these may vary in different colleges according to the difficulty experienced in securing new members, and it is not unusual for special provision to be made in the allotment of salary to instructors of high merit. In meeting this situation the dean comes closer to the business of the president's office than at any other time, for more serious difficulty may be met through the appointment of a staff member at a high salary if he later fails to come up to expectations than in any of the other duties common to the deanship.

Each dean carries a rank pertaining to his instructional duties, and it is usually that of professor. His rank must, of course, be as high as that of the highest ranking member of the staff. Further, few deans are entirely relieved from classroom instruction. Most frequently they offer courses in administration or in the larger problems of their fields. Occasionally, however, they select some narrow field that needs developing or some subject through which they will come in contact with the largest number of students. A five-hour teaching load for deans is common, and this is often so divided that three hours per week are devoted to beginning students and two hours to students about to be graduated. In this way the chief officer of the college helps the students orient themselves at two important periods in student life.

Extra Mural Duties and Opportunities
Whatever time is left from the administration
of his office is given over by the dean to lecturing, writing, and attending conventions. He
may do these things because they are demanded,
or because he sees in them an opportunity to
help the standing of his college. He lectures
to a variety of audiences at commencements,
at dinners, at teachers' and farmers' institutes,
and at gatherings of other workers in allied or
even unrelated fields. Further, he must find
time to address the entire student body and is

often called to the lower schools to explain the work of his college.

Most deans at some time or other write for publication. Few have much time they can devote to this, but an occasional magazine article, or by dint of hard work, an occasional book is not to be unexpected of the dean or from him. He is usually in a position to write authoritatively, since he must not only be familiar with his field, but has at his disposal all the material necessary, and the literature that has to do with educational training might be greatly enhanced if more deans were allowed the freedom to write.

By attending conventions the dean not only is able to confer with prospective staff members, but may keep in touch with the progress in his and related work. It is considered a good thing for him to do, since he not only brings back new ideas, but helps to strengthen his college by his presence.

It will be seen that, if a dean is to be highly successful in the performance of all of these duties, he will need to have all the good qualities common to successful school administrators. He must have been well and highly trained, must be a good instructor, a good organizer, a supervisor of no mean parts, a good mixer, a good speaker and writer, a patient traveler, a diplomat, an optimist, and a lover of detail. As a dean he is likely to develop qualities heretofore unknown to man. If he succeeds and bears up under the strain, he will not be overstepping the bounds of propriety when he expects the support of his staff and students and claims his rightful place with other deans in related colleges. For to him is possible a type of educational leadership upon which should be placed only those limits necessary to the gradual growth of the institution he represents.

(To be concluded)

The Intelligence of Public-School Transients

T. B. Shank and W. D. Commins, St. Louis University

It has always been interesting to speculate what a measured study of the mental abilities of public-school transients would show. Judging from a more or less subjective point of view, it would perhaps be not unreasonable to suppose that those pupils who tend to wander back and forth between enrollment in the public and in the private schools should at least not be above the average in intelligence. might be expected, as we shall see later, from the nature of the practical reasons leading to the change, many of which are due to difficulties of adjustment, and from the fact that there is a rather close correlation between adjustability in school and intelligence. We should not expect, however, that all cases of change from one school system to the other would be due to the same reasons. Such a thing as change of residence might often involve a change of school system, and there is no a priori reason why we should not suppose that the more intelligent child would change his residence as often as the duller one. There will evidently be a multiplicity of motives for change of enrollment. We may compare the intelligence of the groups as a whole, but this will be a different thing from diagnosing the mentality of any one particular child who may decide to shift his allegiance. But even averages are oftentimes enlightening.

In the present study the McCall Multi-Mental Test was given to all the pupils above the third grade in both the public and parochial school systems of a community of about 25,000 The public-school system had an population. enrollment of about 2,000 and the parochial schools had a registration of a little better than 1,000. As the test was given, the pupils were asked to indicate on an appropriate form whether they had ever gone to parochial schools (in the case of public-school children), or whether they had ever attended the public schools (if they were parochial-school children). The results were then tabulated, and it was found that a total of 222 had changed systems at one time or another. Their IQ's, or intelligence quotients, were then compared with the rest of the population. As a result of the comparison, it was found that whereas the school population as a whole had an IQ of 101.1, the transients had an IQ of only 94.1. The range of scores of both groups was practically the same, with IQ's as low as 40 and some as high as 140. Although the difference between the IQ's of the respective groups may seem at first not to be overlarge, nevertheless it is highly reliable when we compare it with the

probable error of the difference. The difference, which is seven points, is more than 6 times its probable error which is 1.07. For reliable work a difference that is 4 times its probable error is usually accepted as being sufficient. We may say then that the transients as a class are less intelligent than the stable members of the school population.

Another interesting comparison results when we calculate the age of the children. The following summary gives their chronological ages as you go from grade to grade:

There are two facts of the present study to be explained: (1) The intelligence of transients is less on the average than that of the stable members of the school population. (2) The progress of the transient through the grade is also at a slower rate.

If we consider the latter statement first, we can probably summon up many reasons why this should be so. Of course, less intelligence will be one. But besides that, there will be many others that will affect the scholastic efficiency of the transient. From many years of observation on the part of one of the authors as a public-school superintendent, the following are suggested:

- 1. Change of teachers too frequently, with its inherent defects.
- 2. The use of different textbooks in the two systems.
- 3. A difference of method in the two systems.
- A change of environment with its detrimental effect.
- 5. Lack of intelligent promotions, due to short acquaintance on the part of the teacher.
- 6. Irregular attendance, and inability of attendance officer to locate the child, due to lack of reports.

If we consider the fact of change itself from one school system to another, we also find many factors with an influence upon the event. The following are some of the most important:

- 1. Inability to make the grade.
- 2. The problem of discipline.
- 3. Lack of parental interest and control.
- 4. Distance from school.
- 5. Dislike of the teacher.
- 6. Inability to find a course to suit.
 (Concluded on Page 159)

Why Tables and Chairs in the Classroom?

Henry Eastman Bennett, Ph.D., Chicago

During the past few years the writer has been asking this question, and compiling and analyzing the answers. Hygienists, professors, teachers, superintendents, manufacturers and their salesmen, pupils, janitors, and more than all these, careful observation of classroom practice in schools in many parts of the country, have given the answers which are here summarized and passed along. To keep them within reasonable space and to allow for analyses, the replies will be condensed under as few and as comprehensive heads as possible.

The use of this sort of equipment in the kindergarten or first grade is so generally agreed upon that it will be omitted entirely from this discussion. The second grade and certain special rooms are also omitted though there is no such agreement in respect to them. Tables and chairs as regular classroom equipment in the grades and high school only are under considera-

The "Atmosphere" of the Classroom
"Tables and chairs," we are told, "give the classroom a natural home-like atmosphere." This is an attractive expression quite in harmony with the spirit of modern education. Just what it means as applied to furniture is difficult to discover. Just what sort of a home has an atmosphere favorable for thirty or forty pupils studying or reciting in the same room? Curiously enough, many of those who speak of this home atmosphere so delightfully do not require, and often do not permit home study, largely on the grounds that home environment is not favorable even for individual study. Certainly, they do not grant that the lighting, seating, and working facilities are as favorable in the home as in the school. The typical home equipment for study is probably an adult-size chair at a dining table, with the light in front of the pupil as he studies—a condition which would not be tolerated in a modern school. So far as the expression really means anything at all, it probably means that tables and chairs contribute an informality to the schoolroom, or that they avoid the excessive rigidity of fixed lines of stationary desks. Yet, it cannot be denied that, in the great majority of rooms where this equipment is in use, it is found in just as straight and rigid lines as the teachers can keep it, and one of the commonest objections raised to it is the difficulty of keeping the lines straight.

Only in a small minority of classrooms do the tables and chairs actually function in an informal arrangement, and then it is almost invariably at the cost of sacrificing eyesight and efficiency by having pupils facing in various directions with reference to the light, some facing directly toward the windows, some working in their own shadows, others with the light on

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Nor, have we ever seen anything in the tables and chairs used in the classrooms to suggest the softer and more ornamental environments of the home. The pictures on the walls, flower boxes, and occasional curtains at the window, have softened the harshness of the modern schoolroom, but there is a total lack of table cloths, upholstery, and ornamental individualized designs in the furniture. The tables and chairs are about as uniform and as harsh in lines and physical contacts as they can well be made, much more so indeed than the curved outlines of the better school desks.

Schoolroom Liberty

"Liberty" is another word, dear to American hearts, much used in answer to our question. Liberty of movement is unquestionably a desirable condition under modern ideals of school discipline. But liberty in the busy schoolroom,

as in crowded traffic, does not consist in unregulated or unrestricted movement. Looseness is not liberty. The first requisite of liberty of movement is that it shall not interfere with others. Freedom to disturb one's real neighbors is not a right in a democracy nor in a schoolroom. The other essential to freedom of movement is that it contributes some service or satisfaction to the mover. Being compelled to move uselessly, superfluously, or contrary to one's desires is hardly liberty of movement. The necessity of moving one's chair back and forth from the table whenever he rises, enters or leaves his seat, or gets a book or pencil from the drawer (if any), and the fact that in doing so he must exercise the greatest care to avoid disturbing his neighbor by jarring the table, scraping the chair on the floor, or bumping into the table behind: suggests more of restriction than liberty of movement. In any type of school desk, movable or stationary, he is free to move himself as desired without any movement of the furniture.

The sliding of chairs back and forth upon the floor is not only destructive of floors and furniture, but is a constant source of distraction and irritation in a room supposedly devoted to mental concentration. "This noise will drive me crazy," is frequently the form or substance of the teacher's opinion on this matter. Individual movements are almost incessant and not infrequently the movement of a whole class in this equipment is heard from end to end of a large building. Costly floors may lessen the noise but are more seriously injured. Rubber tips prevent sliding and thereby necessitate jumping chairs back and forth. In the many rooms visited only one teacher has been found who has successfully eliminated all noise of chairs scraping on the floors. Her pupils have been trained to leave their chairs about a foot back from the tables, to sit on the edges of their chairs when they work and to get themselves in and out without moving them. She eliminates the noise-and also comfort, good posture, and all semblance of liberty. Where drawers are provided in the tables, their use is not infrequently abandoned because of the double annoyance of pupils having to slide their chairs back and forth in order to use them at all and also because the opening of the drawers shakes the tables and introduces a new element of disturbance. One of the commonest criticisms of the chair-desk type of seating is the noise involved in using the drawer under the seat; but at worst it involves no movement of furniture and the pupil is holding down the seat by sitting on it when he pulls the drawer from under it.

Group Teaching

"Modern methods demand group instruction of pupils," is another valid statement which curiously enough is given as a reason for equipping classrooms with tables and chairs and has most certainly been the determining factor in selecting such equipment in some instances. It is particularly difficult to follow the reasoning which leads to the installation of large tables. about which groups of four, six, or eight pupils are seated facing each other, as a means of group instruction. The fundamentally important working group in any class is the individual. Anything in the way of equipment which interferes with individual concentration, must be regarded as detrimental to the basic purposes of the school. This was recognized when double desks were abandoned a quarter century ago, or the long benches some decades before that. The next most important working group is that of the whole class. Certainly no equipment can be regarded as favorable for group instruction, which interferes with the entire class function-

ing as a unit; but what else can be the effect of seating equipment which has pupils facing in various directions, at least half of them facing away from the teacher? Aside from these two definite group units, the individual and the whole class, other teaching groups are essentially flexible, varying from half to third of the class to the small study groups. These latter are constantly shifting in numbers and personnel according to common needs, problems, and projects. A group may be of two, or a dozen, or any other number, and should be determined by the exigencies of instruction and not by the size of the furniture. We have found tables of almost every size in schools of every sort, but have yet to find a single instance of groups functioning consistently in table-size units. We have seen a room devoted to social studies and "socialized" by means of four-pupil tables, but the teacher could not recall any instance in which any four had functioned as a unit-or any reason why they should. We have been shown an English department in a high school equipped with sixpupil tables "because six is said to make an ideal study group." One six were writing compositions, while another six were studying rhetoric, but no six was acting as a unit or apparently ever did. They could as well have been grouped alphabetically or by the color of their eyes, so far as any pedagogical purpose was concerned. However, we have in several instances found teachers who very positively insisted that their table groups did function in a unitary way in taking examinations!

Group instruction is sound pedagogy but only if the grouping is flexible. For this purpose movable seating is important but it must be individual seating to be fully flexible. So far as our observation goes, group instruction is more often successful with the furniture fixed than with groups fixed by the furniture. Very few, if any, rooms are now being equipped with large tables not only because they defeat group instruction, but because they involve bad lighting and contribute to contagion by permitting pupils to cough in each other's faces. Where tables are still being installed, they are now almost always for one or two pupils facing in the same direc-

Flexibility and Mobility

There are many excellent reasons for movable seating which need not be detailed here. Aside from the better cleaning of floors and their preservation from innumerable screw holes, convenience in rearranging, shifting to suit changing size of classes or pupils, and other administrative advantages, the instructional advantages may be summarized under that elastic term "flexibility." Flexibility demands complete individualization of the furniture, and is hampered as much by equipment which ties pupils together as by that which ties them to the floor. So far as mobility is concerned, the shifting of group tables seems to involve the maximum of difficulty and has the minimum of flexibility or possible variations. Individual tables, on the other hand, offer the maximum of flexibility and of mobility for this type of equipment. As compared with movable desks, however, there is no useful movement of which the tables are capable, which is not equally practicable with the desks. and the latter have the advantage that there are but half as many pieces to be moved.

With reference to mobility, it is well to note that legs which make contact with the floor perpendicularly have a maximum tendency to noise, chatter, and strain in the joints. This is particularly the case in light wood materials and construction. Metal legs which make floor contact at an angle practically eliminate these objections to mobility. The same construction, which by eliminating the lateral springiness of the legs reduces the chatter, squeak, and strain in moving, also reduces the tendency of the furniture to "crawl" with the constant movements and shifting of the weight of the pupils. The easier the purposeful movement becomes, the less there is of unintentional movement. For efficiency of movement, the single unit (chair and desk in one) seems to have every advantage over the separate chair and table.

Economy vs. Service

"Cost economy" is an ideal which should never have precedence over educational service, yet it is often a very practical and decisive factor in selecting equipment. It is sometimes advanced as a reason for the use of tables and chairs. It is seldom valid even as to first cost, when compared with the cost of equally good school desks, either stationary or movable. When durability, upkeep, quality, and finish are considered, it is probably never justified. When floor-space is considered, the use of separable tables and chairs becomes extravagant indeed, since the movement of the chair away from the table requires an additional 40 per cent of floor space. If free movement of the chairs is to be possible and the same aisle space is allowed, 40 movable desks may be accommodated in about the same space as 25 two-piece units. The attempt to accommodate the same number of loose chairs and tables in the space provided for desks is always at the cost of overcrowding, bumping together of the loose pieces, setting them in double rows, and other objectionable conditions. If these conditions are to be avoided, largely increased building and probable teaching costs must be considered as part of the price of the extra space consumed. The increased fire and panic hazard should also be added to the objections to doubling the number of pieces of furniture while increasing their instability and crowding.

Healthful Posture

Thus far we have avoided any reference to posture or other hygienic aspects of the seating. though from the standpoint of the pupil these are of more importance than all of the other considerations combined. Theoretically, either chairs or school desks may be properly, or very improperly, designed with reference to posture. From an extensive and intensive study of the chairs used in the classrooms, whatever the claims to the contrary, the statement may be safely made and defended that practically none of them are hygienically formed for those who occupy them. This condition can and should be changed. While there is room for much improvement in the designs of seats used on school desks, the worst of them is better than most chairs used and the best of them is as good as present knowledge of the subject can make them. The criterion of a good school seat (or for that matter any seat not intended for lounging) is that the occupant should be able to sit in it and relax completely without sacrificing erect posture, that erect sitting is more comfortable in it than slumping. The test is not in a theory but in observation of how the pupils actually sit.

But, assuming equally excellent seats, school hygienists have long been insisting on the basic importance of maintaining proper relations between seat and desk both as to height and as to "distance" or spacing. It cannot be questioned that these factors do determine posture and that posture is of prime importance in the health and efficiency of school children. School desks are, and should be, judged primarily on the basis of these elements. But they have been quite ignored in the use of separate tables and chairs. One need but visit the classrooms where such equipment is in use to see that there is no natural tendency and no training which induces the child to select the one right position for his

chair with reference to the table, out of innumerable wrong ones. Usually they sit far back and stoop over to the table. Even where the chairs and tables are provided in an adequate assortment of properly-related heights, which is rarely the case, it seems impossible to keep them properly paired. In the best managed schools one can commonly find pupils at low tables with chairs so high that their knees cannot get under the tables, and others at high tables with chairs so low that elbows are extended almost at the height of the shoulders. Various tagging and numbering devices and systematic methods of moving have been tried, but we have yet to hear of any that has survived more than a few days of the mixing activities of pupils and janitors. If an effective method has been found, there are a number of sorely harassed teachers who would be grateful to learn of it. So hopeless is the task that many have frankly abandoned any size assortment in the separable type of equipment. It is true that in many schools where desks are used there is no appropriate size assortment, but this is due to lack of knowledge or interest, since any school desk once adjusted or assigned to its occupant remains constant both as to spacing and as to heights.

And Sundry Arguments

Various arguments used for or against tables and chairs as classroom equipment are more or less irrelevant. They often apply in one way as between two designs under consideration and oppositely as between two others. For example, the matter of level vs. sloping-top desks. Both tables and desks may be had with either level or sloping tops. The same may be true as to quality of materials, construction, finish, and the like, and to that bete noir—the sticking and squeaking of drawers.

One thing cannot be done with the desks. A group of pupils may take their own chairs and arrange themselves in a small semi-circle about the teacher at the front of the room. They cannot so take the seats from their desks. Still, many teachers find that movable desks can be grouped quite as effectively as chairs, with the advantage that the desks are then available for use. Others find it an economy of time and cost to have six to ten light chairs used as supplementary equipment with movable or stationary desks.

Some teachers feel that small tables (if of uniform height) can occasionally be grouped to advantage for special-project activities. Others are quite positive that there is no needful grouping for which movable desks are not equally well adapted, and still others have found it much better to have a single large table in each classroom for reference books, project work, and similar common use. On these and similar matters there will be differences of opinion and preference. Good teachers adapt their methods to the equipment provided, or they find supplementary equipment to meet the requirements of the methods.

The equipping of classrooms with tables and chairs seems to have been in the nature of a reaction against excessive rigidity, but the pendulum swung to the oppsite extreme of excessive looseness. The inevitable return is already well under way and in some localities with an impetus that is carrying it past the mid-point back to the older rigid forms. The happy medium of complete flexibility without sacrifice of efficiency, order, space, or hygienic ideals would appear to be in various forms of movable seating with chair and desk constituting an inseparable unit.

Reversing the Reelection Procedure

Crawford Greene, Principal, MacQueen High School, El Dorado, Ark.

In many school systems which do not have automatic reelection of teachers after a probationary period, the problem of reelection is attended by a certain amount of embarrassment for both the teacher and the superintendent. There is often doubt on the part of the teacher as to whether she will be reelected. Then there is the teacher who holds a grudge against the system and will only wait until reelection so that she can turn the position down, getting pleasure from the act. There is the problem of embarrassment on the part of the superintendent in informing certain teachers that their work is not satisfactory and that they are not wanted in the system.

The usual process is for the superintendent to make his selections, get them approved, and then break the news to the teacher. Often the teacher who knows that she has not made a success of her work is given no opportunity to resign but rather seems to be "kicked out."

The plan inaugurated in the El Dorado schools by Superintendent Donald MacQueen, reverses the process. In March of each year the teachers are asked to inform the superintendent whether they desire or do not desire reelection. This notification is made through the means of a letter to be in the hands of the superintendent by a specified date. Opportunity is given the teacher to make suggestions, to ask for changes, and to mention salary considerations.

These letters are assorted by the superintendent into applicants and nonapplicants, the latter not being considered for reelection or of any further formality of resigning for personal reasons. The election of a successor may then be considered at the time of the other elections, thus enabling teacher placement to be completed at one time by the superintendent and board of education. Ample opportunity is given each

teacher for a personal interview to discuss her case, as the first letters do not preclude personal discussion of the teacher's work.

The plan has been used for several years in El Dorado and has proved to be the most satisfactory tried by the superintendent. Of course, teachers may complain that after successful teaching they should not have to make application for their places again. Yet, the idea is not one of formal application, but rather an opportunity for the teacher to give expression of her attitude toward the schools and the administration.

The advantages of the plan might be summed up as follows:

- 1. The superintendent has definite knowledge of whom to consider for reelection and can complete his teacher-election task at one time.
- 2. In certain instances it relieves both the teacher and the superintendent of embarassment.
- 3. It gives the teacher a chance to evaluate her work and to make suggestions for the betterment of teaching conditions.
- 4. The letters give a rather clear indication of the loyalty of the teachers, and their attitude toward the schools.
- 5. Careful analysis of the suggestions will point out the good teachers, teachers who have been helped by the system and indicate, to some extent, wherein the supervisory program has failed.
- 6. It relieves the superintendent of some anxiety whether his teachers are going to accept, and affords him an excellent opportunity to evaluate his own work by the impressions that he has made upon his teachers, for this will inevitably be reflected in the letters.

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When Essentials Counted

A. Boyd, Lamar, Colo.

"Burns, it's up to you members to do something. You know by now, undoubtedly, what public sentiment is-especially among some of us. No group of men has the right to hold a superintendent on a community it does not want. Then, you know you've not been treated with consideration. We've talked about it-you a reliable citizen-one of the few who have made the town-president of the board of education-and look at the recognition you re-

"Listen, Mac," said Burns to C. T. McPherson, head of the wholesale firm by that name and one, too, who had helped make the town, 'some of you have it in for Harrison. You're right when you say public sentiment-never public reason. The board, though, must be fair -deal with reasons. Be specific now, just what have you against him? I-I-we-the board must tell him something. What would you say if you were in my position as president?"

"I'd tell him the whole town is tired of seeing his name in print and his face and voice before the public. Tell him we've lost interest in him. He's stale as far as most o' us are concerned. It would be good for us and for him, too, to

make a change."

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"But, listen, Mac, you can't fire a man for that. He's not entirely to blame for your attitude. I'll admit he's not so popular with all the clubs and the P. T. A.'s as he once was. But who's to blame? You'll admit he made good for a time. He makes a fine appearance. You yourself were well pleased when he first came. At that time there was not a club, not an organization in town, but had to hear him as soon as he had parked his Buick. They were not satisfied—they all had to hear him again. You know these are facts. You know, too, most of us belong to a half dozen of these organizations and you, Mac, as well as the rest now howling so loud, clapped your hands sore during those first months. You're to blame. You overworked the man. Remember how he was used on all those drives-Red Cross-community charities fund-and your own committee even called him in for that stock-show-pavilion drive. Of course, I'll admit, he liked the honor and popularity, but you shouldn't dispose of him on account of this reaction-no interest, you

"Ye-ah," answered McPherson, "but you'll admit, Old Man, a community has the right to buy what it wants, when it wants it? And to use its public servants as it sees fit, won't you? And the men who've made the town should control it, won't you? He's been here four years on a good salary and he's worked out. At present he couldn't put over a thing, and a man in his line must put it over. A few of usyou among them-pay mighty heavy. He says he can get another job when he wants it. Give time to hustle-ample time-that's

"Now, listen, Mac," Burns lowered his voice o individuals near the sidewalk might not hear, "if we follow your suggestion," and his voice went still lower, "have you any one to suggest for the place? I dread like the very devil the election of another superintendent. I've been on the board for some time and I know. know how hard some of you are to please. The job's influential in spending a lot of money and also in other ways. Then some o' us might as well drop our own work for a couple of weeks during the campaign."

"Then, why not," suggested McPherson, "try one other method? Can't you keep it a—let in just the ones you want to consider?"

"Ye-es," drawled Burns, insinuating much

by the tones. "Some of us on the board remember when we tried that, too. It'll be a wide-open affair if I have anything to say."

"Well, it's up to you members," was McPherson's rejoinder in a tone of finality. "And you know the sentiment as I call it." They hesitated for a moment on their walk from town at the parting on their way home. "Looks like snow," as he surveyed the heavens, "and an east

"Am glad you mentioned it, Mac, the board will think it over. Good night. See you at the

club tomorrow, I suppose."

McPherson continued on down the street while his companion turned to the right. Burns chuckled as soon as he would not be heard. He was pleased in a way to hear his friend's point of view and yet provoked to think that others should note and discuss how he was deprived of power. But it is well, he reasoned, not to oppose the superintendent openly—yet. They would have to work together for months and if reelected—but Burns hardly considered this a possibility.

True-no break had come. They were courteous, polite, jovial to each other-in fact, both overworked the attitude of friendliness. Yet each knew they were drifting apart. Superintendent Harrison had attempted to prevent it but had failed. His action with others on the whole diplomatic, with Burns was obtuse-so much so that the president's closest friends twitted him about his man Friday.

All gone to the show, he thought, as he came in sight of his beautiful new bungalow, now darkened. He stirred the fire in the grate and sat down in his big Morris chair to think it over. In the flickering firelight he tried to analyze the situation. Harrison had never opposed him; in fact, the man had studiously tried to please him and now the very idea of such action was distasteful. Theoretically, at least, he liked strong men-no kowtowing-no indeed.

But Harrison was closely akin, he felt, to the grandstander. Time after time he had tried out an idea before a club or a P. T. A. and if the handclapping-the compliments afterwards warranted—the board at the next meeting would hear it explained. Sure, these should be first presented to the board and he twisted angrily in his seat. The board should have the power to initiate rather than to give judicial sanction to a popular movement. Harrison certainly had the itch for popular favor. There he was-an outsider-a man without wealth invested in the city-exercising more power, yes, much more power than those who had made the town-who had the ability to estimate their wealth in six figures. Jealousy-Burns would have vigorously denied the accusation.

Yet the responsibility for the decision about to be reached made him hesitate. He secured a cigar from a box on the table near by and stood with his back to the fire. The first two matches burned themselves out in midair, but the third reached the cigar and he puffed rapidly. He wanted to be fair with the man. Sure, he would give him recommendations any time. He was all right if he could keep his place. But why keep a man they did not want? After all, he reasoned, it was the rules of the game for schoolmen and ministers to travel on-best for them.

Yet, as he sat again in that comfortable chair, he thought of Harrison. Fine family. Hard worker. Had done rather efficient work, too. Too bad men place themselves in such positions. But the community-yes, he hadn't thought much of that-its attitude.

Apparently it was not radically desirous of change among its officials. The sheriff, he remembered, was now serving his fourth term even in these prohibition days. There was the county superintendent, the recorder-well, no use to think of all. Then there were the highschool teachers who had enrolled the second generation in Latin, physics, English, and geometry, and these silent, efficient instructors knew and believed more in heredity.

Certainly, he could tell Harrison when the time came, of the reaction against him. When he first came the board received compliment after compliment for securing such a man to head the schools. His predecessor had not appealed to those who like the glib, the best barbered, and the best tailored for their public servants and now-well, McPherson was an example. Burns felt now he would tell him of the times he had publicly accepted compliments for the school as his private property when they were intended for the board and for those firm, strong instructors in the schools. As he viewed him now. Harrison was an excellent two-year man, but his repertoire was insufficient to carry him safely through four years and for the fifth -well, he lighted his cigar again, switched on the light, and reached for an illustrated maga-

School routine during the succeeding weeks and months was as usual-matters of attendance, the budget, questionaries, P. T. A. meetings like elections whether needed or not. Board meetings changed from considering the length of the Christmas vacation, poor heating systems, coal, and lighting bills, and midyear resignations, to the reseeding of lawns and the retention of the-superintendent.

During all this time Burns had refrained from discussing the matter with the other members. He did not care to be too prominent when the inevitable reaction came for disposing of the present incumbent. Burns was cautious. But he still studied his man. It seemed Harrison was losing interest in the details of his work. For instance, there was a time when he listened attentively to the wants of the janitors. and in the recent months they had come time after time to the president of the board. Teachers-well-they are more formal-and then wants-defects-in their fields can wait and no one will get cold.

Yet the time was approaching when action must be taken. His own mind was made up. It was just the details now. He knew, rather he felt Harrison was unpopular with other members, especially Munsen and Adkins. Besides minor friction in schoolwork, there had been private misunderstandings-the renting of a house-with these men. Burns felt himself a leader—the leader on the board. Other men usually did as he suggested. He had no desire to become too prominent. He had lost friends, influential ones, too, over much less deals than this one.

So the president called a secret meeting-in his office at 10 a. m. He selected his day and hour that all might be in town and the matter settled quickly. The board would meet, act as he would suggest, and report to Harrison. As president he was willing to give him timeto hustle a little-secure another position-resign. The board would deal fairly with him.

"Gentlemen," after all had arrived at his office, "you have surmised possibly the object of this meeting. Superintendent Harrison has been with us four years—will be this fall when his term expires. Personally, I have made up

(Concluded on Page 160)

Help Wanted!

Arthur Schubert, Milwaukee, Wis.

The Army of the Jobless. All of us have heard repeatedly of the army of the jobless. In Europe that army is not at all insignificant; in fact, at times, such as the recent general strike in England, it threatens the very stability of nation and government. Nearer at hand, if you should visit any large city in this country on any day other than Sunday, you would find the benches of the public parks crowded by folk who are the visible evidence of this vast army of the jobless. Eagerly, intensely, hungrily - men everywhere are searching the columns of the newspapers conventionally headed by these words: "Help Wanted!"

Teacher Unemployment. In this day and year the superintendent and the school board, the men and women of the teaching profession come perilously close to being compelled just as eagerly, intensely, and hungrily-to scan the columns of teachers' agency bulletins, letters of vacancies, files of teachers' placement bureausin fact, any column marked: "Teacher-Help Wanted!"

Facts. This statement has its foundation in the experience of teachers and of those men everywhere whom some delight to decorate with the title of "snupervisor" or "snuperintendent." Last year I had to engage three new high-school teachers and mind you, for each of these three positions I had from 75 to 150 applications, good ones, poor ones, and some "miserabile dictu."

More Facts. It may be the business of the economist and the sociologist to consider the problem of the jobless at large. But surely, it is the problem of the teacher to inquire why more than twelve hundred English teachers, for example, in one single state1, many with an M.A. degree, cannot find a job where by the sweat of their brow they can earn their daily bread and enough for a haircut, not to say enough for plenty and proper recreation during their many hours of leisure time, or for the uncertainty of some future rainy day. It is quite proper to inquire why thousands of teachers, permitted to graduate from normal schools, colleges, and universities, with a perfectly good teacher's certificate, can find no employment. If we had more centralized state control in education, maybe, this problem might not exist; but the fact is that the jobless teacher does exist. The following discussion aims to present at least two ideas gained from personal experience rather than mere theoretic consideration-ideas which may explain somewhat the d'être raison of the jobless army in the teaching profession.

Two Classes of Teacher Applicants. First of all, it may be proper to suggest that inexperienced teachers applying for a position too often belong to one of two large classes; either, first, to the class best designated as "spineless;" or second, to the class best designated as the "Yes, ves chorus."

Let me illustrate: I have read literally thousands of letters of application; most of them have a flavor of a green, tasteless lettuce salad, minus the usual mayonnaise dressing, which after all, covers a multitude of sins. Most applications of this type read something like the following:

Dear Sir: In case you have a vacancy, please consider me a candidate for the position. I am to receive my A.B. degree in June.

A copy of my credits and references may be obtained from the College Alumni Secretary, if they are desired.

My outside school activities include work on t college paper, the all-college play, and the college annual.

I hope you will give my application your careful study. Very sincerely yours,
(Signed) Mary Jones.

Thousands of these letters are literally based on that model and likewise thousands end their short-lived days in the lowly wastebasket of the

superintendent. There is not a trace of an idea in them, not an iota of thought, or originality. or personality, or scholarship—the characteristics most desired in an educator. In short, they are spineless. Then there is the spelling. one day I received three letters in which: "Principal." "address," "study," and "yours truly" were misspelled; in which the parts of speech were used incorrectly, and in which punctuation abounded everywhere—where it should not be.

The Stationery. "The authors of these crimes" seemed to be much more concerned about the stationery with which to make the assault upon the unsuspecting superintendent than they were about the enclosure of a selfaddressed, stamped envelope. The stationery a superintendent receives ranges anywhere from the severe and correct form, business size, 81/2 by 11 in., to the most delicately shaded pinks, blues, greens, and lavenders. They bring with them the touch of feminine charm in the form of every variety of perfume, from the Mary Garden kind to the clearly defined, unmistakable effluvia emanating from our Lady Nicotine. Not infrequently an applicant is in a stupendous hurry just at the time of writing the application "She" may have a caller; for a position. may have tickets for two for the show; "she" may have just fifteen minutes to get to Mrs. Beatem's bridge party. The result is that the application is written on a half sheet of cheap practice paper which the applicant tears carefully from the unused half to be used later for purposes for which it was intended. Applicants for teaching positions, like other sensible human beings, view with disdain the fashions of one or two seasons ago: but the correspondence style on the part of seekers of teaching positions remains hopelessly the same; nay, it seems to grow increasingly incorrigible-and spineless.

The Yes Yes Charus. The second, the yes. yes chorus type of teacher applicant breaks upon the consciousness of a superintendent when he is interviewing candidates. The interview proceeds something like this:

Superintendent: "You are a college graduate?" The prospective teacher replies smilingly: "Yes, yes, indeed." Again the superintendent asks: "You have, of course, specialized in the subject you want to teach?" At once his vis-à-vis hurls back at him the eternal: "Yes. yes, certainly!" The questioner makes another attempt to draw forth some form of self-expression from this teacher of children and expectantly he asks: "You like high-school boys and girls" And there drones forth the monotonous: "Oh, yes, so much," accompanied by the same monotonous smile. Bravely the interviewer proceeds with: "Do you think you can handle the discipline?" In half-insulted tones, this significant answer echoes back to him: "Of course; yes, yes, I'm sure I can!" Then comes the final effort of the executive: "Do you believe you can handle some outside activity, such as a literary society, the glee club, or the school and the equally final and imposing reply: "Yes, yes, certainly; you see, I have been president of my class and I belonged to XYZ sorority (or frat)."

Thus endeth the yes, yes chorus of the interview. Some prospective teachers are willing to say "yes," are willing to promise everything, before they have asked a single, intelligent question about their teaching job, before they have even investigated the teaching conditions under which they will have to work. They do anything and they give anything to get the position and later-if they do not like the hours, or the superintendent, or the schoolhouse, or the janitor, they complain most shamefully and make themselves and others miserable.

What the Superintendent Wants. Some candidates seem to forget that "yes-yes" as an answer is not the only nor the most important factor in an interview; they should remember that the superintendent is having his eyes and mind focussed most effectively on the candidate before him. He is anxious that his teachers shall present a human type-normal, not queer-beautiful, not beautified-social, not stiff-friendly. not icy-alive, not dead-keen, not dull-masterful, not servile—a group of intelligent experts, not a style show.

What He Does NOT Want. He views with suspicion certain persons who come to him for an interview: for example, the "she" with hair all tousled or pointing in all directions of the compass; the "he" with a necktie so loud that he is sure to become a sheiklike attraction for school and community; the "she" whom laziness -not poverty-has prevented from sewing on some necessary buttons or from mending some unsightly hole; the "he" with tobacco stains. acquired by long and efficient practice, which no amount of water can ever hope to cleanse from his deft fingers; the "she" with fingernails sadly and effectively edged with mourning; the "he" with balloon trousers of college style, who has not yet outgrown his swaddling clothes.

Professional Equipment. However, the suspicions of the superintendent change to alarm when he begins to ask some definite questions with reference to the job for which he is seeking expert help. It would seem that he has a right to ask, in fact-that he ought to ask the candidate about her educative equipment and professional point of view. But at this point most seekers of teaching position show that they have acquired neither a knowledge of definite principles of education nor even a knowledge of educational tools for the particular subject in question. And as for professional point of viewmy, that does sound so forbidding; maybe, here is another case where, seemingly, ignorance is bliss. On one occasion it happened that the conversation during the interview turned to the newest and best English grammar texts suitable for high-school freshman classes.

Believe it or not, with a major and a teacher'smethod course in English to her credit, with A and B grades in all of her courses, this graduate could recall only with difficulty the text she had used in her college course; as for the newer. more modern texts, the tools of her art, she had not even heard of them, and her sphinxlike. gloomy silence marked the obsequies of the textbook subject during this remarkable interview. Yet, it would seem that the wise, professionally minded superintendent ought to seek some firsthand information as to the subject-tools, the educative equipment, of the prospective teacher. Now it happens that textbooks and reference books are the teacher's tools. One expects a carpenter or a machinist to have a knowledge of the tools of his trade when he sells his services. Then, pray tell, why not a teacher, when she sells her services in behalf of education?

Conclusion. Need we go on? Doubtless there are other factors that serve as contributing causes of the present teacher-unemployment problem. But in the long run, the economic law of supply and demand will regulate such teacher-market factors. The personal equation, however, as it is involved in an application for 8 position or a personal interview, is a matter that can be governed only by the individual applicant.

From the foregoing discussion, therefore, the evidence points to this conclusive and searching query: Is it possible that we have so many mediocre teachers unemployed at the present time because most of the good and the best teachers have been culled out? Of this we may feel certain: Good teachers always have been, still are, and always will be in demand.



MAIN ENTRANCE DETAIL, B. F. BROWN JUNIOR HIGH SCHOOL. FITCHBURG, MASS.

Basement Floor Plan.

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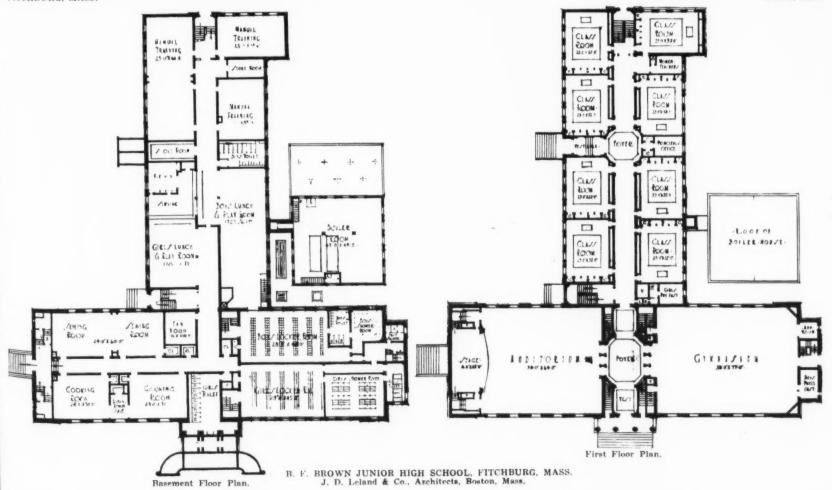
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J. D. Leland & Co., Architects, Boston, Mass.





GYMNASIUM, B. F. BROWN JUNIOR HIGH SCHOOL, FITCHBURG, MASS.

THE B. F. BROWN SCHOOL, FITCHBURG, MASS.

other accommodations for the school are in the

The B. F. Brown School of Fitchburg, Mass., is a junior high school planned for 915 pupils. It is erected on a sloping lot, with the main frontage facing one of the main thoroughfares of the community. The architects have taken full advantage of the difficulties of the site by placing the auditorium and the gymnasium facing the main street and providing an impos-ing entrance. These parts of the school are planned for general community and social-center use and may be entirely shut off from the balance of the building. The classrooms and

rear wing of the building, with separate entrances from two streets. The building is constructed of concrete and brick, with stone trimmings. With grounds and equipment, it cost a total of \$417,828. The con-

tract for the building, including heating and ventilation was \$394,135. On the basis of its cubic content the cost was thirty-two cents, and on the basis of the pupil capacity the cost was \$430. The following is the distribution of space:

J. D. Leland & Co., Architects, Boston, Mass.

. 100.0%

Toilet rooms	4.5%
Offices, rest-rooms, and storage	2.6%
Physical education	12.9%
Playrooms	3.5%
Art and music rooms	4.8%
Science laboratories	1.0%
Manual-training rooms	4.7%
Domestic-science rooms	4.9%
Study rooms	2.1%
	10.7%
Classrooms and recitation rooms	8.6%
Boiler room, vents, misc	11.6%

Total.....

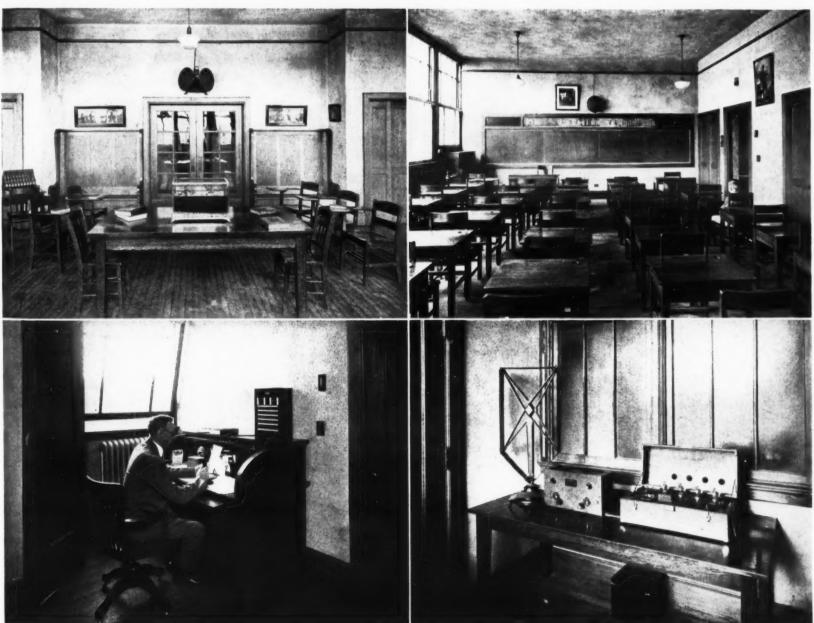
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J. D. Leland & Co., Architects, Boston, Mass.





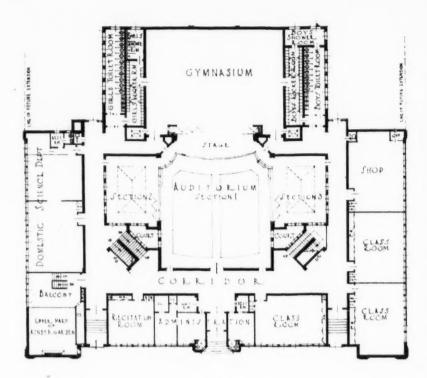
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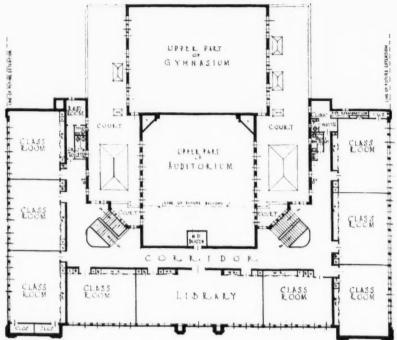
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INTERIOR VIEWS OF THE WILLIAM WILSON JUNIOR HIGH SCHOOL, MOUNT VERNON, N. Y.

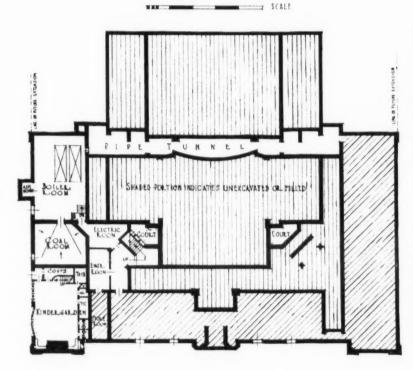
UPPER LEFT: Literature Room. UPPER RIGHT: Typical classroom. LOWER LEFT: A corner of the principal's office. LOWER RIGHT: Amplifying equipment of the Graybar public-address system installed in this building. By means of this system it is possible for the principal to make announcements simultaneously in all classrooms, and to broadcast various types of information. The system is connected with a radio receiving set, so that radio material of instructional value can be received for the use of any or all classes in the school.





PLAN OF FIR.ST FLOOR.





WILLIAM WILSON JUNIOR HIGH SCHOOL, MOUNT VERNON, N. Y. Werner & Greenfield, Architects, New York, N. Y.



PLAN OF BASEMENT

VIEW OF AUDITORIUM, TOWARD STAGE.

UNIT COSTS OF SCHOOL BUILDINGS

The cubical contents of school buildings furnish, in the mind of the average architect, the best index to the cost of a school building. Experience has shown, however, that this is not the only measure which can be applied to school buildings because there are elements that are not revealed in so small a matter as cubical content. For the sake of completeness in studying school-building costs, six general tests may be applied.

1. The cubical content basis. This is readily established and a definite rule promulgated by a committee of the National Association of Public School Business Officials, the Committee on Schoolhouse Planning and Construction of the National Education Association, and the American Institute of Architects is available. This basis of study gives the most dependable index of the cost of the physical structure. Its main shortcoming lies in the fact that it does not give an index to the educational value of the building.

2. The square foot basis. A second unit of cost is the square foot cost of floor area. This

is important in some communities because it reveals certain facts which the cubage of a building does not reveal. In certain cities, the building codes require an unusual ceiling height and buildings have a large cubage as compared with their floor area. Thus, in Boston, the classroom ceilings are 14 feet high and in New York City they are nearly 15 feet high. In large buildings this extra cubage directly affects the total floor area of buildings and increases the cost.

3. The pupil capacity basis. The pupil capacity of buildings is a third measure which deserves consideration. The figure, however, is rather variable and does not permit of absolute definition as do the figures on cubic contents and floor area. A single example will illustrate the point. In a middle-western city, there is a high school building which was originally rated at 1,800 pupils. Shortly after the school had been occupied there was a sudden increase in school population and certain changes in the organization of classes were made. Later the school day was lengthened by two periods and the minimum size of classes was increased. The

building now houses 2,800 pupils without overcrowding, and it is probable that the enrollment will ultimately be 3,000. If the estimates on the cost of this building had been made on the basis of the present service of the building, the original cost per pupil would have been reduced by more than one third.

4. The pupil stations basis. The fourth index is pupil stations, that is, the number of stations or places in classrooms, laboratories, workrooms, shops, gymnasium, and auditorium. This index can be accurately computed because it is readily possible to add up the total number of desks, seats, and places in the several rooms of the building. Instructional units alone are counted in this kind of an estimate and some authorities include the cafeteria. Toilet room stations are not estimated.

5. The percentage of area basis. The fifth basis of study is that of the percentage of area devoted to various instructional and non-instructional purposes. This standard has been developed by the National Education Association and requires that at least fifty per cent of

(Concluded on Page 162)



RANGEFIELD ELEMENTARY SCHOOL, LONDON, ENGLAND (Looking from the Girls' Playground Toward the Terrace at the Girls' Entrance).

G. Topham Forrest, F.R.I.B.A., Architect to the London Council.

RANGEFIELD ELEMENTARY SCHOOL, LONDON, ENGLAND John Y. Dunlop

The Rangefield Elementary School is among the first elementary schoolhouses to be erected by the London County Council in connection with the many housing schemes which are being tried out in the suburbs of London. The building is of the one-story type, divided into three separate departments, with an assembly hall for each. It provides accommodations for 312 boys, 312 girls, and 288 infants (kindergarten and primary grades).

The school has been designed on plain and simple lines, to harmonize with the surrounding cottages which are built of brick. Since the cost of stone-built schools has risen so high, architects find brick an ideal material for school buildings. Because of the small size of its units, brick has been found very adaptable to interesting design of the details.

The treatment of the walls is very simple, being very much broken up to allow for the windows and doorways which are necessary on the outer wall of each classroom. The classrooms are fitted with windows for "borrowed light" from the corridor and with French-casement glazed doors on the outer walls. These doors lead to the raised terraces. The windows are arranged to provide left-hand light and to get direct sunlight at some time or other during the day. The roof is covered with cement tile.

Each department has its own cloakroom, staffroom, and comfort arrangements. Practical classrooms are provided for the teaching of ele-

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RANGEFIELD ELEMENTARY SCHOOL, LONDON, ENGLAND (Looking from the Quadrangle Toward the Garden Plots).

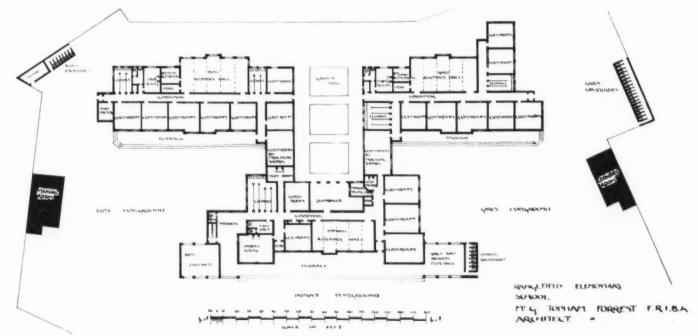
mentary science and needlework in the boys' and girls' departments. The infants' department is finished with a dado of picture tiles, and is provided with an open fireplace in addition to the hot-water radiators. A medical-inspection room is also provided.

There is a cookery and laundry center in the girls' department in the playground, and a man-

ual-training room in the boys' playground. The quadrangle at the back of the playground is laid out in garden plots, which afford facilities for object lessons in the teaching of plant life.

Heating is provided by means of radiators on the low-pressure hot-water system.

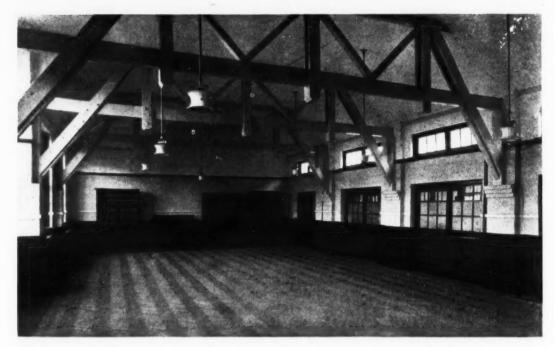
The cost of the building, including the furniture, was approximately \$207,500. The school



PLOT AND FIRST FLOOR PLAN, RANGEFIELD ELEMENTARY SCHOOL, LONDON, ENGLAND.



RANGEFIELD ELEMENTARY SCHOOL. LONDON, ENGLAND (Looking from the Playground End of the Garden Plots).



ASSEMBLY HALL AT THE RANGEFIELD ELEMENTARY SCHOOL, LONDON, ENGLAND. G. Topham Forrest, F.R.I.B.A., Architect to the London County Council.

was designed in the architects' department of the county council under the personal supervision of Mr. G. Topham Forrest, F.R.I.B.A., architect to the council.

THE WASHINGTON SCHOOL, GREEN RIVER, WYOMING

The Washington School is the second building erected at Green River, Wyoming, since 1920. The first, the Lincoln High School, houses the



WASHINGTON GRADE SCHOOL, GREEN RIVER, WYO. Fred H. Porter, Architect, Cheyenne, Wyo.

senior and junior high schools, while the Washington School is strictly a grade building, housing the first six grades.

Built in a nook on the side of the Green River Valley about 100 feet higher than the rest of the city, it commands a view of the river for several miles. Being on the north bank of the river, the steep hills back of the building serve as a great reflector of the sun's heat, so that while the thermometer may register 40 degrees below zero early in the morning, by noon snow is melting. These hills also are a wonderful playground for the children, where there is little danger from automobiles.

The foundation is made of reenforced concrete, supported by pillars sunk clear to the bed rock. This was necessary as the soil is mostly clay and will not support any weight when wet. On one corner below ground level is the boiler room with the coal bin extending out beyond the foundation so that coal may be dumped through manholes from the outside. The coal bin has a capacity of over a carload.

Slack coal with an automatic stoker is used to heat the steam boiler. The janitor merely fills the hopper with slack, the electric stoker and fan run until a pressure of one pound is reached. An automatic switch turns the current off at one pound, and on again when the pressure reaches nearly zero. In cold weather, the janitor leaves the stoker on all night so that when he arrives in the morning the building is warm but not overheated, as all radiators in the building have temperature-control valves, keeping the temperature about 70 deg. F.

The saving in cost of this system over handfiring is considerable. The janitor does not need to stay in the boiler room during the day; he does not have nearly as many ashes to carry out as the airblast burns more of the coal. Slack costs about \$3.50 a ton and furnishes more heat than the lump coal at \$8.00 a ton when hand-fired.

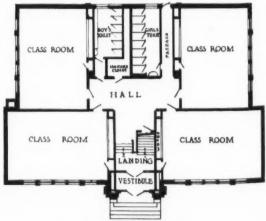
On the first floor there are four classrooms, a storeroom, and toilets for boys and girls. On the second floor there are four additional class-

(Concluded on Page 162)

CLASS RM. CLASS RM.



SECOND FLOOR PLAN



FIRST FLOOR PLAN

WASHINGTON SCHOOL, GREEN RIVER, WYO. Fred H. Porter, Architect, Cheyenne, Wyo.

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RIDGEVILLE CENTRALIZED SCHOOL, LORAIN COUNTY, OHIO. (A Good Example of a Two-Story Building.)

Fulton & Taylor, Architects, Cleveland, Ohio.

ADAPTING SCHOOL BUILDINGS TO RURAL COMMUNITY NEEDS

Edward R. Johnson, Editor, The School Journalist, Amherst, Ohio

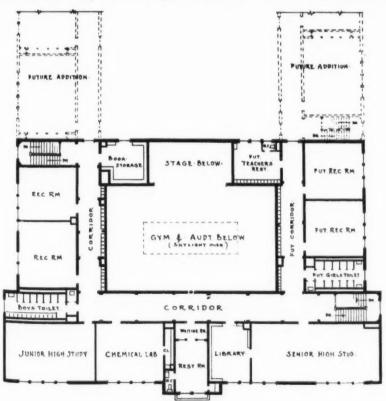
Ten years ago, in a certain township in northern Ohio, a committee of school officials met to complete arrangements for the formal dedication of a centralized school building. In choosing a suitable place for holding the meeting it became apparent to these men for the first time that in spite of their good intentions

to erect a complete school plant, no provision had been made for community gatherings.

The members of the board of education had done the best they knew. The campaign for centralization had been won on an economy program. In that 25 square miles of township lived 175 pupils of elementary and high-school grades. To care for the educational needs of these children a building of the box type with six standard classrooms was erected. There was no differentiation in size or adaptation be-

tween rooms for elementary grades and high school. There was no provision for special activities. The dedicatory exercises were held in a nearby church. After the exercises the parents went over to the school yard for the flag raising and lingered to inspect the building.

That was ten years ago. It is not strikingly unusual. A tour through the rural districts will bring to the reader's attention similar examples of lack of foresight in planning school-



FUTURE ADDITION OFFICE.

FUTURE ADDITION OFFIC

· SECOND FLOOR PLAN .

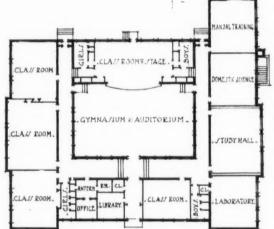
· FIRST-FLOOR PLAN .



BRIGHTON TOWNSHIP SCHOOL, LORAIN, OHIO. (Typical One-Story Building Finished in Stucco.)

Members of rural boards of education, as well as school patrons, for the most part are the educational product of the one-room school. It is natural that they should think in terms of this type of school plant. School officials are desirous of securing the best educational advantages permitted by the taxable resources of their district. In the process of centralization these officials must be made to see that the new building should be more than a mere grouping under one roof of the scattered one-room schools.

A trained leadership is needed. In this modern movement for the centralization of rural schools, the man of the hour is one who is familiar and in sympathy with the rural educational needs and is capable not only of proper superivision of the financial, architectural, and structural aspects of the building program, but of conducting a general educational program in order that all the people of the community may have the opportunity to study and visualize their particular problem. Only in this way can it be assured that the particular needs of the community will be incorporated in the building plans, that the electors will exercise a wise



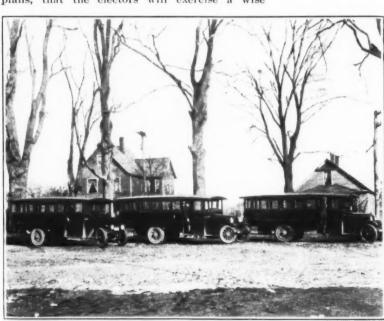
FLOOR PLAN OF THE BRIGHTON SCHOOL (ONE

L. C. Darnet, Architect, Elyria, Ohio.

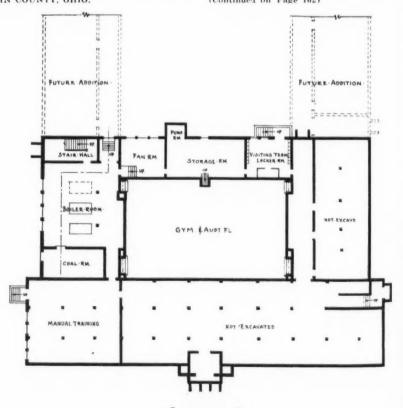
choice at the polls, and in the end that all will take just pride in the possession of a modern rural school.

Leadership of Superintendent

In Ohio the county superintendent of schools supplies this leadership. He is appointed by a county board of education and is responsible to it in matters of administration and supervision, but in the centralization program he must work with and through the various local boards. There is a separate board of five members for each village and township of the county. The cities and villages with a population in excess of 3,000 do not come within the jurisdiction of the county board of education, but are administered by separate superintendents and school boards. This means that the work of the (Continued on Page 162)



RIDGEVILLE SCHOOL BUSSES USED BY THE LORAIN COUNTY SCHOOL, OHIO.



* BASEMENT; PLAN . Scale /16

CENTRALIZED SCHOOL BUILDING, N. RIDGEVILLE, LORAIN COUNTY, OHIO. Fulton and Taylor, Architects, Cleveland, Ohio.

Economies in Schoolhousing

Study No. 2: Subject Distribution of Pupil Use of Blackboards in Junior and Senior High Schools

F. W. Hart and L. H. Peterson, Department of Education, University of California

Study No. 1, which appeared in the July, 1926, issue of the Journal, presented gross data on the extent to which blackboards are used by pupils under modern conditions in junior and senior high-school instruction and gave objective evidence of the fact that large sums are expended upon the installation of this type of teaching equipment which the test of use does not justify. Study No. 1, while significant in raising an important economic problem, did not carry the analysis of the data to the point where it might serve as a definite guide to school authorities and architects in planning new buildings. In other words, no analysis by subjects of instruction was reported.

The favorable comment and practical interest accorded the reporting of the gross data of Study No. 1 have encouraged the extension of the investigation and prompted a detailed analysis by subjects. The extension of the data was made for the purpose of increasing confidence in the results, and the detailed analysis to give to the findings a more practical significance in the planning of new buildings.

The data reported in Study No. 1 were limited to pupil use of blackboards in 294 "regular" recitation rooms, and 100 "special" rooms in junior and senior high schools. Since preliminary tabulations indicated no significant difference between the pupil use of blackboards in

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TABLE II—Pupil Use of Blackboard in Junior High Schools

Distribution of use of blackboard as measured by the maximum number of pupils at the blackboard at any one time during the five days recorded

Items Tabulated Number of instruction rooms Per cent number of rooms is of total Linear feet of blackboard Number of pupils using blackboard	$\begin{array}{c} 0 \\ 60 \\ 23.3 \\ 2,433 \end{array}$	1-5 37 14.4 1,462 109	6-10 39 15.2 2.344 343	$11-15 \\ 45 \\ 17.5 \\ 2.688 \\ 605$	16-20 33 12.8 $2,029$ 610	$\begin{array}{c} 21-25 \\ 18 \\ 7.0 \\ 1,211 \\ 411 \end{array}$	26–30 19 7.4 1,215 527	over 30 6 2.4 350 210	Totals 257 100 13,732 2,815
Average number of feet per pupil using blackboard	60	13.4	6.8	4.4	3.3	2.9	2.3	1.7	4.87
(b) With 5 pupils or less	23.3%	97 37.7%	136 52.9%	181					
(e) With 20 pupils or less				70 40%	214 83,2%	232 90.2%			
(g) With 30 pupils or less						0.5.2 70	251 97.6%	257 100%	

(3) Current practice of installation of blackboard in high-school buildings has resulted in the placement of 25,723 linear feet (approximately five miles) of blackboard in 527 rooms without regard to the extent to which it is used. The total investment in blackboard in these rooms at current western prices for a good quality of natural slate would approximate \$100,000. Recognition of the facts revealed in this analysis of use by subjects would result on the same basis in a saving of \$50,000 in an equal number of new rooms. The possible sav-

The pertinent facts deduced from Table II

(1) In 60 instruction rooms, which is 23.3 per cent of the total number, no pupil made use of the 2,433 linear feet of blackboard space installed in them.

(2) In 97 (37.7 per cent) of the total 257 instruction rooms not more than 5 pupils were at the blackboard at any one time.

(3) Combining the steps 0, 1 to 5, and 6 to 10, we find 136 instruction rooms, 52.9 per cent of the total, in which the maximum use was 10 pupils or less.

(4) Over 25 pupils were sent to the board at one time in only 9.8 per cent of the rooms.

A comparison of Table I and Table II shows that pupils in junior and senior high schools use blackboards to approximately the same extent.

In Table III the data of Tables I and II are combined, showing the situation as a whole for 784 junior and senior high-school rooms.

The following summarized facts of Table III are pertinent for those who are interested in the possibility of reducing costs where reduction will not handicap instruction.

(1) In the 784 instruction rooms that were inspected, 39,455 linear feet, or approximately seven and one-half miles, of blackboard were installed.

(2) In 185 of these rooms no pupil made use of the blackboard at any time during five full days of regular schoolwork. In these 185 rooms there were 6,506 linear feet, or over one mile, of blackboard. Allowing ample blackboard space for teacher's use, there was approximately one mile of excess blackboard provided.

(3) In 347, or 44.3 per cent of the 784 rooms, the maximum number of pupils using the black-board was 5 or less. The blackboard provided in them measured 12,850 linear feet, or approximately two and one-half miles.

TABLE I—Pupil Use of Blackboards in Senior High Schools
Distribution of use of blackboard as measured by the maximum number of numils at the blackboard at any one time

		пишье			tive day			time	
Items Tabulated Number of instruction rooms	$0 \\ 125 \\ 23.7 \\ 4,073$	1-5 125 23.7 4,882 314	6-10 54 10.2 2.838 437	$\begin{array}{c} 11-15\\ 56\\ 10.6\\ 3.205\\ 746\end{array}$	$16-20 \\ 70 \\ 13.3 \\ 4.125 \\ 1.286$	$\begin{array}{c} 21 - 25 \\ 54 \\ 10.2 \\ 3,858 \\ 1,247 \end{array}$	26–30 25 4.7 1.563 707	over 30 18 3.4 1.179 614	Totals 52 100 25,72 5,35
blackboard Cumulative number of rooms and per cent of total: (a) With no pupils		15.5	6.5	4.3	3.2	3.1	2.2	1.9	4.5
(b) With 5 pupils or less		250 47.4%	304 57.6%	360 68.3%					
(e) With 20 pupils or less				08.3%	430 81.5%	484 91.7%	509 96.4%	527	
(M) AMERICAN AND AND AND AND AND AND AND AND AND A								100%	

junior high schools as compared with senior high schools, the data have been combined as to type of school, but classified as to "regular" and "special" rooms.

Classification of Material by Subject In Study No. 2 the data have been extended to include a total of 784 rooms, and the classification has been made by subjects of instruction. The junior and senior high schools are treated separately. Tables I, II, and III show the extent of use by rooms, and subsequent tables show extent of use by subjects. Table I presents the whole situation for 527 instruction

rooms in senior high schools.

The pertinent facts from Table I are:

(1) In approximately 25 per cent of the instruction rooms in senior high schools, not one pupil used the blackboard during the five-day period of the investigation. Over 4,000 linear feet of blackboard in these rooms was untouched by pupils, and in approximately 50 per cent of the rooms not more than five pupils were at the blackboard at any one time. Over 9,000 linear feet of blackboard were available in the 250 rooms thus included.

(2) In less than 20 per cent of the rooms were more than 20 pupils at the blackboard at any one time.

ing on slate substitutes at lower installation costs may readily be estimated.

Table II shows the amount (in linear feet) of blackboard space installed in 258 instruction rooms in junior high schools, and the distribution of pupil use made of the blackboards as measured by the maximum number of pupils at the blackboard at any one time during the fiveday investigation.

TABLE III—Pupil Use of Blackboards in Junior and Senior High Schools

Distribution of use of blackboard as measured by the maximum number of pupils at the blackboard at any one time during the five days recorded 0 1-5 6-10 11-15 16-20 21-25 26-30 over 30 Total

			dur	ing the	nve days	recorde	ed De			
Items Tabulated umber of instruction roomser cent number of rooms is of total inear feet of blackboard umber of pupils using blackboard	$0 \\ 185 \\ 23.6 \\ 6,506$	1-5 162 20.7 6.344 423	6-10 93 11.9 5,182 780	11-15 101 12.9 5.893 1.351	16-20 103 13.1 6.154 1,896	21-25 72 9.2 5,069 1,658	26-30 44 5.6 2,778 1,234	over 30 24 3.0 1,529 824	Totals 784 100 39,455 8,166	
verage number of feet per pupil using										
blackboard		15.0	6.6	4.4	3.2	3.1	2.3	1.8	4.8	
umulative number of rooms and per cent										
of total: (a) With no pupils	85 23.6%									
(b) With 5 pupils or less	70	347								
(c) With 10 pupils or less		44.3%	440 56.2%							
(d) With 15 pupils or less			181.2.70	541 69.1%						
(e) With 20 pupils or less					644 82.2%					
(f) With 25 pupils or less						716 91.4%				
(g) With 30 pupils or less							760 97.0%			
(h) Total								784 100%		

TABLE IV—Pupil Use of Blackboards in SOCIAL STUDIES in the SENIOR High Schools
Distribution of use of blackboard as measured by the maxim number of pupils at the blackboard at any one time

			du	ring the	five days	recorde	ed	
Items Tabulated	0	1-5	6-10	11-15	16-20	21-25	26 - 30	over 30 Totals
Number of classes	174	137	20	16	5	1		353
Per cent number of classes is of total	49.3	38.8	5.7	4.6	1.3	0.3		100
Linear feet of blackboard	10,401	7,078	1,279	1,132	320	83		20,293
Enrollment in classes	5,656	4,253	683	539	135	24		11,290
Number of pupils using blackboard		342	150	200	87	22		801
Average number of feet per pupil enrolled	1.8	1.7	1.9	2.1	2.4	3.5		1.8
Average number of feet per pupil using								
blackboard		20.7	8.6	5.7	3.7	3.8		25.3
Cumulative number of classes and per cent								
of total:								
(a) With no pupils								
	49.3%							
(b) With 5 pupils or less		311						
(-) WILLS 40 11 1		88.1%	331					
(c) With 10 pupils or less			93.8%					
(4) With 15 pupils on loss			deres, c	347				
(d) With 15 pupils or less				98.4%				
(e) With 20 pupils or less				00.T.	352			
(e) with 20 pupils of less					99.70			
(f) With 25 pupils or less					00.4	353		
(1) With 20 Pullis of less						100%		
(g) With 30 pupils or less						200,0		
(h) Total								

TABLE V—Pupil Use of Blackboards in SOCIAL STUDIES in the JUNIOR High School
Distribution of use of blackboard as measured by the maximum
number of pupils at the blackboard at any one time

		numbe		pils at the				time	
Items Tabulated	0	1-5	6-10	ring the	16-20	21-25	26 - 30	over 30	
Number of classes	87	86	24	6	3	3	2	2	213
Per cent number of classes is of total	40.8	40.4	11.3	2.9	1.4	1.4	0.9	0.9	100
Linear feet of blackboard	5.103	5.112	1.527	294	160	192	96	115	12,599
Enrollment in classes	2.873	2.874	906	151	104	97	56	64	7.125
Number of pupils using blackboard		215	180	75	52	67	54	64	707
Average number of feet per pupil enrolled	1.8	1.8	1.7	1.9	1.5	2.0	1.7	1.8	1.8
Average number of feet per pupil using					4111		2		
blackboard		23.8	8.5	3.9	3.1	2.9	1.8	1.8	17.8
		m. 1.1.1		09.45		0	1.0	4.0	10.09
Cumulative number of classes and per cent									
of total:	0.00								
(a) With no pupils	87								
	40.8%								
(b) With 5 pupils or less		173							
(0)		81.20%							
(c) With 10 pupils or less			197						
(c) with to pupils of Recommend			92.5%						
(d) With 15 pupils or less				203	,				
(d) with 15 pupils of less				95.4%					
() WELLS 00 11 1					206				
(e) With 20 pupils or less									
					96.8%	000			
(f) With 25 pupils or less						209			
						98.2%			
(g) With 30 pupils or less							211		
							99.1%		
(h) Total								213	
107								100%	

(4) Combining the steps, 0, 1 to 5, and 6 to 10, there were 440 rooms, 56.2 per cent of the total, in which the maximum pupil use for the entire five days was 10 or less. In these 440 instruction rooms, approximately three and one-half miles of blackboard were installed.

(5) In only 8.6 per cent of the total number of rooms did the maximum pupil use reach 25.

The magnitude of the problem and the evident unsoundness of current standards is clearly shown in the preceding tables. The solution of the problem and the consequent economies that may be effected are to be found in the following analyses of use by subjects of instruction. The data were tabulated by types of schools (junior and senior) and by each subject taught in each type of school. Table IV is representative of the method employed.

From Table IV the extent to which social studies as taught in the senior high school require blackboard for pupil use is evident. Of the 353 social-science classes studied for a period of one week, 174, or approximately 50 per cent, did not require a single pupil to use the blackboard. In the rooms in which these classes were held, approximately two miles of blackboard were installed; representing an investment of some \$40,000. The average number of linear feet per pupil using the blackboard during the period under investigation was 25.3; representing an investment of approximately \$100.

Table V shows like data for the social studies in the junior high school. Conditions are strikingly similar.

(1) In 87 (40.8 per cent) out of a total of 213 classes, no pupils were sent to the blackboard during the entire week for which the data were recorded. In these instruction rooms 5,103 linear feet of blackboard were installed.

(2) In over 80 per cent of the social-studies classes, 173 classes, not more than 5 pupils used the board at any one time.

(3) The combined steps 0, 1 to 5, and 6 to 10, included 197 out of a total of 213 classes.

is reported in detail. (See Table VI, Mathematics in the senior high school.)

While instruction in mathematics calls for more extensive use of blackboard than is required for instruction in the social sciences, it is evident that the facts are far from the popular notion that all such classes require a maximum of blackboard and use it to the limit. The extent of the use of blackboard by mathematics classes is almost identical in both junior and senior high schools.

Table VII presents a summary by subjects of the pupil use of blackboard in the senior high school, and Table VIII the like facts for the junior high school. These tables show, in percentages of the total number of classes investigated, the maximum pupil use of blackboard in each subject of instruction, and from them may be drawn reliable inferences as to the amount of blackboard that should be provided in the respective rooms.

The data of Tables VII and VIII furnish the facts that are essential to determine corrective measures. Accordingly, these data are regrouped in Table IX into a suggested allocation of blackboard installation by subjects of instruction. The grouping shown was determined in the following manner: If more than 75 per cent of the classes in any given subject made zero use of the blackboard, that subject was placed in the column in which only a teacher's blackboard is recommended; for example, free-hand drawing. If more than 75 per cent of the classes in a given subject sent from 1 to 10 pupils to the blackboard, that subject was grouped with those requiring blackboard on the

TABLE VI—Pupil Use of Blackboards in MATHEMATICS in SENIOR High Schools.

Distribution of use of blackboard as measured by the maximum number of pupils at the blackboard at any one time

**		numbe	du	ring the	five days	record	any one	time	
Items Tabulated Number of classes. Per cent number of classes is of total Linear feet of blackboard. Enrollment in classes. Number of pupils using blackboard Average number of feet per pupil enrolled	$0 \\ 7.0 \\ 1.605 \\ 706 \\ 2.3$	$\begin{array}{c} 1-5 \\ 41 \\ 10.3 \\ 2,530 \\ 1,013 \\ 102 \\ 2.5 \end{array}$	6-10 60 15.1 3.527 1,433 450 2.5	11-15 83 20.9 5.392 2,158 1,037 2.5	16-20 S1 20.4 5,705 2,407 1,417 2.4	21-25 65 16.3 5,039 1,996 1,462 2.5	26–30 29 7.3 2.195 874 797 2.5	over 30 11 2.7 786 379 357 2.1	Totals 398 100 26,779 10,966 5,622 2.4
Average number of feet per pupil using blackboard Cumulative number of classes and per cent of total: (a) With no pupils	28 7%	24.8	7.8	5.2	4.0	3.4	2.7	2.2	4.8
(b) With 5 pupils or less	7%	69 17.3%	129 32.4%	212 53,3%	293 73.7%	359			
(g) With 30 pupils or less						90.0%	387 97.3%	398 100%	

TABLE VII—Distribution of Pupil Use of Blackboards in Senior High-School Subjects Expressed in Percentages of the Total Number of Classes

Per cent of classes falling within range of pupil use indicated

				M	Maximum Pupil Use					
St - 1 - 1 - 1 -	No. of								Over	
Subjects	classes	0	1-5	6-10	11-15	16-20	21-25	26-30	30	
Algebra	162	4.9	3.7	6.2	20.4	27.2	22.8	11.1	3.7	
Biology	95	51.6	31.6	3.2	8.4	1.0	2.1	2.1		
Bookkeeping	77	63.6	20.8	6.5	6.5	1.3	1.3			
Chemistry		50.3	34.7	13.7	.8					
English	575	39.8	25.4	10.8	10.4	8.9	3.5	1.0	.2	
Free-hand Drawing	141	90.0	10.0					1.0		
French	112	17.0	8.0	18.8	25.9	19.6	8.0	4.0	.9	
Geometry			7.5	25.8				1.8	2.5	
Household Art		78.1	21.9		27.5	11.7	18.3	6.7	2.0	
		66.7	29.6	3.7						
	. 86	16.3	9.3	19.8	30.2	15.1	7.0		2.3	
Mechanical Drawing		65.9	28.6	4.4	1.1					
Music	. 120	61.7	7.4	12.5	6.7	6.7	2.5	1.7	.8	
Physics	. 60	31.7	48.3	5.0	5.0	6.7	3.3		0.0	
Physiology	. 60	48.3	38.4	3.3		10.0			0.0	
Shop	. 83	83.1	13.2		3.7					
Shorthand	. 77	32.5	19.5	10.4	15.6	10.4	6.5		5.1	
Social Studies	353	49.3	38.8	5.7	4.6	1.3	.3			
Spanish		10.4	10.4	17.1	21.2	21.8	10.4	6.2	2.5	
Typing		83.5	13.9	9.			1.7			
-v.b		00.0	A. 1. (7	.0			1.6		0.6	

In other words, the maximum pupil use in 92 per cent of the classes in social studies was 10 or less.

Tabulations similar to IV and V were made for each junior and senior high-school subject. The limits of this article prohibit the inclusion of all the detailed subject tables; but in view of popular convictions regarding certain subjects, such as mathematics, one additional table front wall only of the classroom. The other groups were similarly determined.

Conclusions

The foregoing results, together with the recommendations, should serve as a sound practical guide to schoolmen and architects in laying out new building plans and, if intelligently adhered to, should result in large savings. The

(Concluded on Page 154)

Professionalizing the School-Building Program

(Concluded from April)

III. School architect.

A. Status.-In 1918, the Board of Education in Atlanta, Georgia, "proposed to dispense with the service of architects. Ordered that the drawings for future buildings be made by the drafting students and teachers of architectural drawing in the high school."2

The problems of planning schoolhouses are far deeper and more complicated than the mere making of drawings. "Their solution necessitates a working knowledge of 65 building trades and the manufacturing process of scores of building materials." Structural engineering, sanitary engineering, illuminating engineering, electrical engineering, heating and ventilating engineering, mechanical engineering-these as well as business and educational administration are all involved.

Architecture is a profession, being a challenge to service through special aptitude and high skill and through integrity, business capacity, and artistic talent. It demands personality and technical competence such as will command the respect and confidence of the public. The architect should be taken into the confidence of his employer, who should expect and receive in return, competent service and personal good faith.3

B. Liability to owner.—Due to unfortunate results of following plans and specifications

1. No general rule laid down as yet by the

2. Owner cannot expect more than reasonable approach to perfection.

3. Nebraska case.—Architect liable to owner for any mistakes in plans or specifications resulting in increase of cost to owner.

4. New York case.—Architects cannot collect when defects and weaknesses appear throughout the plans.

5. Architect should avoid contract to super vise construction, unless his orders are made

6. If full-time employee of the Board, no longer liable in court for losses due to defects in plans.

Relations to contractor.

1. The "key" man between the owner and the contractor. Represents the owner, yet must act as referee between the owner and con-

2. Payments-progress and final. The contract should specify the time, the manner and the amount of progress payments and amount of payment withheld until the building is completed and accepted.

3. Of all legal documents, building contracts requiring supervision by an architect, are the most complex and difficult with which lawyers have to deal.

D. Plans and Competitions.⁴
1. "Architects' plans are usually considered to be the property of their authors, to be used in the erection of the building or buildings for which they have been specifically prepared. They are considered 'instruments of service,' the use of which only is paid for by the commission which the client pays on the total cost of the buildings."5 The architect has the same relation to the owner that a doctor has to his patient or a lawyer to his client.

2. Competitive plans.

Recognition of the professional and technical character of the service justifies minimum

²American April, 1918.

³American School Board Journal, Vol. 56, No. 4, April, 1919.

⁴American School Board Journal, Vol. 58, No. 4, April, 1919.

⁵American School Board Journal, Vol. 51, No. 3, Sant No. 4, N

*American School Board Journal, Vol. 51, No. 3, *American School Board Journal, Vol. 51, No. 3, *American School S

American School Board Journal, Vol. 51, No. 2,

payment to all competitors with full commission to the one whose plans win the competition. Ample time and also opportunity should be given each competitor to see the site and gain necessary significant information.

b. No mere lay committee should pass upon the accuracy of either the technical or professional work as such. Consultation with unbiased experts is necessary. .

c. List of suggestions to be given to the competing architects should contain a complete technical statement of the problem and fix fair and definite conditions.

E. Fees.

Minneapolis, 1921:6 1 per cent of whole appropriation; 31/2 per cent of new work assigned; 1 per cent of extras on original contract. . .

F. Sequence in service.

1. Acquaintance with site and ideas behind its selection.

2. Acquaintance with owner's ideas and conceptions of proposed building.

3. Study of exigencies of site-climate, outlook, grades, surface, drainage.

4. Listing essential requirements in consultation with proper authorities.

5. Preliminary sketches as basis for preliminary estimates.

6. Working drawings and detailed specifica-

7. Legal contract mutually agreed todefinite terms and dates of payment, time for completion, lien law, risks, fire casualty.

8. Supervision of construction and installations after contract has been awarded, for explanatory purposes and to insure fulfillment of contract.

IV. Educational Administration: Economical utilization of floor space.8

A. Candle of efficiency.

Fifty per cent of floor space for instructionincludes classrooms, laboratories, gymnasium, auditorium, library, study halls, and lunchrooms (if used also for study room).

Twenty per cent of floor space for stairs and corridors-self-explanatory.

Sixteen per cent of floor space for administration-includes rooms for officials, instructors, medical department, service and storage rooms, general wardrobes, sanitaries and area used for heating and lighting apparatus.

Ten per cent of floor space for walls and par-

Five per cent of floor space for flues-area occupied by vertical flues.

One per cent of floor space for accessoriesclosets, storerooms, etc., not under

B. Schedule of rooms.

Charting school on basis of activities. 1.

Charting school on basis of room distri-

3. Developing flow sheet to reveal most convenient interrelations.

Note.—To do these three things it is necessary to know: a. Program of activities and service to be

rendered community.

b. Length of school period and number of periods in school day.

Time allotment of various activities.

Number of pupils in each activity.

Maximum and average size of class

f. Number of class groups to be organized in

June, 1921.

'American School Board Journal, Vol. 63, No. 53, 11,
July, 1916.

'National Education Association, Report of Committee on Schoolhouse Planning, 1925.

Number of rooms needed by each activity. Expectation of growth to be provided for.

Layouts within rooms. - Size, shape, selection and arrangement of equipment must grow out of the nature of the work to be carried on therein-neatness, convenience and space economy. Must know

1. Maximum number of pupils to be accommodated at one time.

Size and shape of pupil equipment.

Width of aisles and spaces.

Arrangement of pupils.

Size, shape, location and arrangement of teacher equipment.

6. Blackboards, display boards.

Reference and library books and instructional supplies.

8. Storage-keeping and displaying teachers' and pupils' work.

9. Location of laboratory or workroom units of equipment.

10. Location of telephone, thermostat, gas switch, electric plugs and water faucets.

V. Heating and ventilating engineering.9

A. Poor ventilation:

Chemical aspect.—Chemical change in used air is not the cause of poor ventilation.

a. Loss of oxygen in used air never great enough to make it unfit for breathing.

b. Increase in proportion of carbon dioxide in used air never great enough to be really dangerous.

c. There are no "poisons" in used air.

d. Body odors are without physiological effect even though they cause used air to smell unwholesome.

2. Physical aspect.—Changes in physical properties of used air do cause poor ventilation.

a. Changes in temperature throws vasomotor control out of adjustment.

b. Changes in humidity.

(1) If increased above normal results in inability of body to be cooled by evaporation.

(2) If decreased below normal results in excessive dryness of mucous membrane.

c. Lack of circulation causes:

(1) Local concentrations of carbon dioxide and depletion of oxygen near breathing apparatus of children.

(2) Separation of the air into heat levels. Local concentrations of humidity near skin of pupils causing inability to their bodies

to cool by evaporation.

(4) General result is a feeling of discom-

B. Good ventilation.

About 30 cubic feet of air per minute, per pupil (elementary) and at least 200 cubic feet of air space per pupil.

2. About 8 changes of air per hour.

Absence of draughts upon pupils, speed of air when reaching pupils not more than five feet per second.

4. Circulation and mixing of air in all parts of room. Carbon dioxide never more than 6 parts per 10,000.

5. Entering air, before it reaches pupils, should be about 68 degrees in temperature.

6. Absence of impurities from air-dust particles, smoke, sand, dirt.

Freedom from odors.

8. Humidity about 35 degrees.

9. Adaptable in light of variable outside atmospheric conditions.

C. Systems.-Window, Gravity, Exhaust,

1. Plenum System: Outside air forced into rooms under pressure.

a. Air in each room, being at slightly higher pressure than the air outside, it is readily exhausted by

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American School Board Journal, Vol. 62, No. 6,

Report of the New York Commission on Ventilation, (Continued on Page 154)



THE AMERICAN School Board Journal

WM. GEO. BRUCE | EDITORS WM. C. BRUCE

EDITORIAL

THE BOARDS OF EDUCATION OF TWO AMERICAN CITIES

There is a tendency in this country, as has heretofore been remarked in these columns, for the smaller centers of population to look to the larger for suggestive guidance in matters of school administration. The larger school system with larger means at its command is enabled to enter upon new experiments and new departures with greater freedom than is the smaller system which is more restricted in size of plant and financial resources.

Thus, the larger system may engage in forms of expansion and administrative elaboration which enter upon the domain of the experimental and which are watched with some interest by the smaller centers. This being true, it does not mean, however, that the smaller can always follow the example of the larger, nor does it mean that the larger is in every instance superior to the smaller. If the model school system were looked for, it probably would not be found in the larger city.

It remains, nevertheless, that the school administrative deliberations of the big city school system are noted with greater interest than are those of the small city. The newspapers which come out of the metropolitan city cover a reading constituency which extends far beyond its own borders. Its recorded activities along social, civic and economic lines are read by a wide circle, and frequently permit a glimpse into the metropolitan field of education.

The administration of the schools in the great cities of this country is at once a task so involved and so tremendous as to almost challenge the superhuman. And yet, it has been demonstrated that the genius of organization which has found its way into American enterprise along industrial and commercial lines has also been exerted in the administration of large city school systems. But large cities are not alike in temper, character, or achievement. When a comparison, for instance, is made between the school system of New York City and that of Chicago we find a decided difference in the approach of the two cities in the matter of school administration. In fact, the difference begins in the very making of a board of education. The method is practically the same in both cities in that the mayor appoints and the city council ratifies, but the manner of accomplishment differs widely.

The mayor of New York City appoints men and women of high character and standing as citizens and then in a dignified way secures their confirmation. In Chicago, on the other hand, a great hurrah attends the same procedure. Every alderman is on the alert and must know the pedigree of every aspirant for school-board distinction. A partisan contention arises over the confirmation of the mayor's appointees, with the result that the board of education is more or less subjected to partisan animosities and contention.

The policies which obtain in the board of education deliberations of the two largest American cities may have the same objectives, but are widely at variance in application. The Chicago body is given to outburst of feeling, to indiscreet attacks upon persons, and to noisy deliberation, while the New York body proceeds upon its labors in an unostentatious, thoughtful, and dignified manner. It does not forestall future conclusions in premature declaration. It acts quietly, firmly, and conclusively when the proper time arrives.

A few years ago the New York City board of education engaged in the appointment of a new superintendent. Those who familiar with the trend of affairs surmised that a change was in contemplation. Petitions to retain the incumbent were circulated and there was some publicity in the public press. members of the board, however, engaged in no public discussions. There were no attacks upon the superintendent's character and professional When the decisive board meeting ability. arrived, the reasons for dropping the superintendent were frankly and fully stated. The incumbent had not worked in harmony with the board in the best interests of the school system, and conclusive instances of that fact were clearly stated. There was no rancor, no animosity, no noise. The board vote was decisive. A new superintendent in the person of William J. O'Shea was chosen and the public and the press accepted the dictum without protest.

In Chicago it has seemed impossible to undertake an important school administrative act without the use of brass-band methods and intemperate partisanship. The present superintendent, William McAndrew, had hardly entered upon his duties when aldermanic voices roared: "Run him out of town!" Since his incumbency of the office, notwithstanding the fact that he has demonstrated the highest degree of efficiency as a school administrator, he had the croakers and shouters constantly on his doorstep.

The chief executives in both cities have aimed to appoint to the board of education men and women of fine character, of attested culture, and of progressive tendencies. In New York the appointees have measured up so high that no one could question the wisdom of their choice. In Chicago the appointees have not always been of the type that won the approval of the public. Nor has the Chicago public, on the whole, been as considerate as has the New York public in supporting even the most worthy appointees to school-board honors.

It remains to be said that New York sets a better example to the country at large in school administrative effort than does Chicago. The turmoil which has attended the latter cannot serve as a model for the smaller communities to follow. The poise, directive power, and administrative ability of the New York City board of education, in dealing with a herculean task, invites admiration and approval of the school public throughout the country.

THE ADVENT OF THE BUSINESS MANAGER IN SCHOOL ADMINISTRATION

In the degree that popular education in this country is intensified and expanded must the manner and means of financing it be systematized and stabilized. The school costs constitute a larger item in the municipal budget than ever before and the public eye turns to the expenditures here involved with increasing attention. It is willing to concede from twentyfive to forty per cent of the total to the maintenance of the schools, providing that the financial houskeeping is economically and efficiently conducted.

The increased school costs has prompted progress in financial management which in sev-

eral particulars has been in keeping with the advancement made on the purely educational While the schoolmaster has with a commendable American spirit of enterprise sought to widen and strengthen the school service, the administrator has with equal energy sought to bring order into the money-getting and moneyspending end of school administrative effort.

The advent of the modern business manager of a school system is the direct outcome of the desire to bring its financial operations upon a higher basis of efficiency. He is a comparatively new figure on the school administrative horizon. The evolution in the business and financial world, whereby expert service comes more and more into play, has also found expression in the school field. Thus, the business manager has not only come upon the scene, but he is there to stay.

It has heretofore been believed that this official can be profitably employed in the larger While the utility of his office must cities only. be measured by the volume as well as the nature of his services, it has also been demonstrated that even the medium-size cities may engage such a utility with advantage to themselves.

Aside from the purely recordkeeping labors of a school department, which involves both skill and accuracy, there is a commercial side which demands trained business judgment and keen executive ability. In many instances the secretary of the board of education not only serves as the chief accountant, but also assumes the direction of the executive labors of the business department.

The assignment of duties and responsibilities here rest largely upon the traditions of the school department, the conceptions which the administrators have as to the division of the labors, and the ability which this or that person has for the task that must be performed. The creation of the office of business manager depends therefore upon local conditions and the feasibility of inaugurating a new division of duties and responsibilities. Surely, the official who is entrusted with executive responsibilities cannot be burdened with immediate attention to a mass of detail. Minor service must be left to

The financial operations of the modern school system, be this in a large or medium-size city, are sufficiently extended in volume and in importance to require the attention of a keen, alert, and capable business mind. Whether the man upon whom falls the task be called by the title of secretary or business manager may be immaterial, so long as he has the ability to perform the service. The function, however, implied in the term of business executive has become a fixed factor in the field of school administration.

ONCE MORE, EXECUTIVE SCHOOL-BOARD SESSIONS

If a board of education anywhere is directly at war with the public press, it is because executive or secret sessions are engaged in by the former. The newspaperman who is excluded from the board or committee room becomes resentful. He is sent out to get the news of the day, and when he finds the doors locked against him he asks the editor to draw fire and bombard the school board. The editor holds that the press represents the public and, therefore, is entitled to know what is going on in the board of education rooms.

In many instances the resort to executive sessions has been caused by the newspapers themselves. Frequently newspaper accounts of schoolboard sessions have dealt with the trivial or unusual rather than the important transactions. Sometimes a young reporter who lacks a sense of proportion or of values lifts into sensational

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dimensions the insignificant thing and overlooks the big story.

In some of the eastern cities, boards of education have defended executive sessions because of the garbled, inaccurate and flippant reports made on school administrative deliberation. They have preferred to give out prepared accounts through a responsible officer of the board, in order to insure accurate and dignified publicity.

As a rule, however, executive sessions are defended on quite different grounds. Most boards of education may open their meetings to the public and leave it to the newspaper's to publish what they believe to have any news value, but find it expedient occasionally to close their doors to both the press and the public when the location of new school sites, or questions affecting the morals of teachers and pupils come under consideration. It takes, however, a lot of explaining to make a newspaper editor see the wisdom of such a course.

The board of education of Providence, R. I., recently amended one of its by-laws to read as follows: "No petition, report, resolution, communication, or other matter shall be voted upon by the school committee (board of education) except at regular or special meetings which shall be open to the public; provided, however, that resolutions recommending or approving the purchase of land for school purposes may be voted upon in meetings not open to the public."

This is a sensible rule to which no newspaper ought to object. Yet when executive sessions were held during the past years by the boards of education of St. Louis, Mo., and Omaha, Nebr., for no other reason than to consider prospective school sites, a controversy was raised by the public press of those two cities. At the same time, an editor in an eastern city who had convinced himself of the harm that may result from premature or unwise publicity, openly defended the executive meetings.

The time will arrive when boards of education will get together with the local newspaper editors and devise a rule that will be satisfactory to both—a rule that will take cognizance of the conditions that may arise in school administrative effort whereby executive sessions are not only deemed desirable, but absolutely necessary. The average newspaper reporter is honest and may be trusted not to publish the things that it is unwise to publish but at the same time he is human and subject to a mistaken zeal.

The practice to delegate some executive to prepare all press material is growing. As a rule, it is welcomed by the newspaper man who prefers to get his news and get away again rather than sit through tedious school-board sessions. The expediency, however, of a definite rule as to executive committee and board sessions, based on common sense and reason, is well worth a further thought.

THE SHOP-EARLY IDEA IN THE SCHOOL-SUPPLY FIELD

Modern business strives to serve. It not only recognizes quality and price as determining factors, but it also reckons with the element of time. When service is called for, it is expected, too, that it be performed with reasonable promptness. The purchaser of a bill of goods wants to know when they will be delivered to him. But, he is also reminded that there are seasons in the year when the "shop-early" slogan has particular application and force, and when the time element rests more largely with the buyer than it does with the seller. When too large a number of customers ask for delivery at the same time, congestion is bound to follow.

The "shop-early" slogan is quite pertinent in the school-supply field. The vacation months are best adapted for the rehabilitation, renovation, and restocking of the school plant. It is then that orders are given for such supplies and equipment as may be required to place the schools in working condition for the fall opening. The tendency is to wait until the last moment before placing orders with the manufacturer or distributor, with the result that vexatious delays are encountered.

Experience has taught that the needs of the average school plant can, in the way of supplies and equipment, be ascertained early in the summer season. The school officer in charge of the purchase of supplies knows approximately what he will need for the coming year.

In some of the larger school systems, the budget work and specifications are begun as early as February or March and completed during the month of May. In many instances, it becomes obligatory on the part of instructors to file their requisitions with the executives before the close of the school year. Certain special equipment depends, in point of quantity, on the exact number of students that will enter the fall term, but these can usually be obtained with reasonable promptness when wanted.

On the whole, it is not only a question of timely anticipation of school-supply needs, but also the timely placement of orders with those who are expected to fill them. The distributor must not be rushed if prompt and efficient service is expected. He must have time to assemble the several items of an order, pack, and ship them.

Thus, the shop-early idea is usually observed by school officers whose experience has taught them that in order to command efficient service, the time must be observed.

A SCHOOL ADMINISTRATIVE COMEDY OF ERRORS

The tendency toward manifestation of a peculiar irritableness, and a resistance to the established order of things, has found new forms of expression in recent years in the several channels of economic, civic, and social pursuit. It is the spirit of protest which runs all the way from the polite form of passive resistance to the boisterous demonstration of a strike.

This spirit of protest has usually been voiced in labor strikes and buyers' strikes or boycotts, but in recent years the country has been startled by teachers' strikes and students' strikes. Teachers and students have walked out of schoolhouses as a means of resenting some alleged grievance or act of injustice on the part of the school authorities. Various communities have witnessed noisy strike parades staged by pupils, in which loud banners were flashed, shouting displeasure with some board of education edict or conclusion.

One of the most sensational of these outbursts was recently staged in Superior, Wisconsin. The facts, briefly told, are these: On recommendation of Supt. P. R. Spencer, the board of education dismissed Miss Lulu Dickinson, a high-school teacher, upon the charge that she had repeatedly criticized the policies of the superintendent and school board and thus had sought to lessen respect for authority and weaken the disciplinary order of the school system. It is charged that she repeatedly told her pupils that the school system was a "farce." Her removal was effected by a board vote of 10 to 1

The teacher having served 23 years and being popular with the students, it followed that the dismissal was protested in a walkout of some 900 students. A parade and noisy demonstration was engaged in. The school authorities

were puzzled, the public was startled. President A. T. Ekblad refused to call a special board meeting to consider the situation. Superintendent Spencer threatened suspension of recalcitrants. A citizens' meeting called loudly for reinstatement of the dismissed teacher. The strike was extended to a second high school and for a week one thousand children loafed about the streets and boasted that they would not return to the school until Miss Dickinson was reinstated.

In the meantime Principal C. G. Wade appealed to the students to end the strike, while citizens appealed to the mayor to compel the board of education to yield, threatening to secure the aid of the governor of the state to compel such action. The mayor refused to act, holding that the matter was entirely in the hands of the citizens. And thus chaos continued to reign.

A spectacle of this character is extremely regrettable, not only because of the demoralizing effect it has upon the student body immediately involved, but also because the spread of publicity is likely to excite similar demonstrations elsewhere. The effect is to lower the standards of discipline and prompt the pupil to a false notion as to his own relation to regularly constituted authority.

While the case above described is, in one sense, a comedy of errors, it must be said that in another it presents a serious problem in school-administrative procedure. The average administrator knows what to do under ordinary conditions and circumstances. It is, however, when the unusual happens that he loses his poise and perspective. In a case of this kind the voice of authority must be expressed in firm and unmistakable language.

The school authorities must step courageously before the student body and before the general public, state the reasons for action clearly and succinctly, and have no mincing of words as to the punishment that awaits the rebellious student. School systems are not administered for the benefit of either teachers or school boards, but for the rearing of a law-abiding, useful and honorable citizenship. The process of training primarily implies strict obedience to authority. The school board is the official body to run the schools, and cannot surrender its authority to a lot of inexperienced boys and girls. It must stand firmly, unflinchingly and unalterably for discipline and order. To yield here is to break down the best traditions of America's system of popular education.

RESPONSIBILITY OF THE SUPERINTENDENT

A superintendent or supervising principal is elected to his position by the board of education of the school district. But he is more than their executive officer. He is an educational leader for the community. He must never lose sight of this responsibility to the public. However, the board of education, acting as a body in the name of the people, controls the schools and not the superintendent nor the individual members who when in session compose it. He must not forget that they are the duly constituted representatives of the people with whom rest the power and control of the schools.

of the schools.

The cause of education with the public is often retarded because the superintendent or supervising principal fails to take time to lead the individual members of the board to see the wisdom of his educational policies and recommendations. As the head of the school system of the community the superintendent or supervising principal holds a position of particular local prominence. If, by his good sense, honesty of purpose, fairness and sound judgment, he has the confidence of the public, he can stand for the best interests of the schools.

-J. BURTON WILEY, Morristown, N. J.

The Los Angeles School-Bond Campaign

O. H. Barnhill

The latest Los Angeles school-bond campaign was perhaps the largest and most successful project of its kind voted in any American city. The amount asked for was \$34,640,000 and a 21-to-1 favorable vote was secured. Two years previously the city had voted \$17,400,000 for school buildings, grounds, and equipment by a majority of 15 to 1 and two years before that had authorized a \$9,500,000 issue of school bonds. Although the amount asked was practically doubled each time, increasingly favorable majorities were obtained for the propositions.

Such things do not just happen, but are the result of an enormous amount of the hardest work, preceded by careful planning, and directed by rare good judgment. Mistakes made in former campaigns were rectified and the fullest possible advantage was taken of every lesson learned. No stone was left unturned that might cover a YES vote, those in charge being determined to make the movement as successful as possible.

"We conducted our publicity campaign very much the same as a business firm advertises a new product," explains Bruce A. Findlay, assistant superintendent of the Los Angeles schools, who under the supervision of Mrs. Susan M. Dorsey, superintendent, had direct charge of the work. "We neglected nothing and took advantage of everything, assuming that the measure was in danger of failing, although we felt confident of its success."

Although much valuable time and effort were expended during the campaign, not one cent of tax money was used and practically all the labor performed was donated by the school people and their friends.

"The success of the issue mainly was due to the splendid spirit shown by Los Angeles citizens," declares Susan M. Dorsey, superintendent of schools. "With the support of such a fine class of people it is possible to accomplish almost anything in reason for public education."

Precautions for Forestalling Criticisms
Every precaution was taken to forestall criticism of the campaign, such as charges of petty
grafting, accepting money from interested
parties, the use of "strong-arm" methods, and
similar questionable practices. All expense
money was handled by one of the large banks of
the city and an accurate accounting was kept of
all receipts and disbursements.

Every bill was receipted by the creditor and returned to the campaign manager. When the cancelled checks were secured they and the receipted bills were fastened together and placed in a small booklet, one bill and check to a page.

The publicity committee raised and disbursed the money used, under the direction of the manager. The fund was carefully budgeted and no obligations were incurred in excess of the cash on hand.

Personal interviews with the heads of civic organizations and associations were the most important and effective ways of securing large contributions. Many people gladly donated considerable sums to insure the success of the movement, knowing that a great building program places a vast amount of money in circulation, most of it being spent in local markets for labor and material.

A sharp line was drawn between those from whom contributions were acceptable and those from whom donations could not be received. In the latter class were placed all those with whom the board of education had business dealings and others directly interested, such as architects and contractors. Donations were received from associations of architects and other interested organizations, such as those representing building-materials dealers, but not from any individ-

ual member. Lists of those from whom contributions were not desired were furnished the bank, which refused or returned to donors considerable money.

About \$8,000 was expended for publicity purposes. Only one paid worker was employed, a professional publicity director, who was given \$500 for five weeks' work immediately preceding the election.

The last \$50 of the fund was paid to the bank for five years' use of a box in its safety deposit vault. All papers relating to receipts and disbursements were placed in this receptacle, for reference in case any question should arise regarding the financial affairs of the campaign committee. Afterward a member of the grand jury sought to gain access to the contents of this box. He found, upon inquiry, that he could not legally force such action.

"All our accounts had been examined by a licensed auditor and everything found correct." relates Mr. Findlay. "Turning the papers over to the grand jury would have been like giving a child matches to play with. While nothing irregular or dishonorable could have been found, suspicions might have been aroused and more or less bad feeling stirred up. The money spent had not been taken from a public fund, but was privately contributed, therefore its disposal was no direct concern of the public. The county counsel was our legal adviser."

The Organization of the Campaign
The campaign was headed by the board of education and the superintendent of schools.
Mr. Findlay was appointed campaign manager and he in turn named chairmen of the following committees: Public-schools publicity, advertising counsel, newspaper publicity, schools, parent-teacher associations, speakers' bureau, and motion-picture publicity.

Each chairman selected his own committee. The publicity committee was influential in obtaining endorsement of the school bonds from prominent individuals and organizations, including the chamber of commerce, American Legion, luncheon clubs, women's clubs, fire and police departments, improvement associations, and other organizations. These endorsements proved of great value, not only as publicity material, but as a means of engaging the active interest of the organizations whose support was pledged.

The public-schools publicity committee consisted of influential citizens, whose names gave great impetus to the campaign:



BRUCE A. FINDLAY,
Assistant Superintendent of Schools,
Los Angeles, Calif.,
In Charge of Educational Aspects of the
School-Building Program.

A large number of letters were sent out by the committee to friends of the schools, explaining the situation and asking them to contribute to the publicity fund. Personal interviews with the heads of civic organizations were the most effective means of securing large donations.

Reasons for the Bond Issue

In asking for money and endorsements, it was explained that the bond issue was made necessary by the recent rapid growth of Los Angeles. The need of more buildings, grounds, and equipment was evidenced by crowded and dilapidated buildings, lack of adequate school facilities in new communities, and the need of more playground space. It was estimated that the 20,000 children who were forced by lack of room to attend half-day instead of full-day sessions would have made a line more than six miles long. Hundreds of boys and girls were out of school entirely because of lack of facilities in their district and the great distance to the nearest school.

The unprecedented increase in the average daily attendance, 30,000 in the preceding twelve months, made it impossible for the board to keep up with the growth of the city in building schools with tax-levy money. The \$17,400,000 voted only two years before had been spent in constructing 69 new elementary buildings, 41 additions to old buildings, 111 bungalows and sanitary buildings, and in purchasing 32 new school sites and 90 additions to existing sites. Eight new high schools also had been erected, 28 buildings put up on old sites, 9 additions and 5 bungalows built, while 5 new high-school sites and 15 additions to old ones had been acquired.

"This pretentious building program would have afforded relief to our overcrowded schools, had it not been for the enormous increase in population," points out Mr. Findlay. "This rendered imperative another bond issue twice the size of the previous one. A real emergency existed, one that could be met only with an extensive expansion program.

"In an attempt to relieve congestion, classes were held in 600 temporary locations, such as tents, shacks, bungalows, churches, basements, hallways and cloakrooms, while 1,145 regular classrooms had 40 or more pupils each; 243 had 45 or more; 68 had 50 or over.

"Schools had to be provided for large communities located where a few years before there had been nothing but vacant land. A school which opened in September, 1922, with 100 children increased in less than two years to 1,668. Many other schools have had a growth almost as phenomenal."

The Distribution of the Bond Issue

The difference in the area of the elementary-school district, 650 square miles, and the high-school district, 960 square miles, made it necessary to divide the money into two funds. Accordingly, \$19,360,000 was apportioned to elementary schools and \$15,280,000 to high schools. What seemed like a disproportionately large share of the money in the high-school fund was due to the inclusion of the seventh and eighth grades in the junior high schools, although these grades usually are classed as elementary.

It was proposed to spend the proceeds of the bond issue in providing 110 new elementary buildings, of from 8 to 30 rooms each, 25 of them on new sites; 32 additions to old buildings; additional ground for 124 existing schools, and 40 new sites. Also 17 high schools, 27 additions to existing institutions, ground for 14 new sites and 14 additions to old sites.

The maximum legal elementary-school bonded indebtedness of Los Angeles was \$53,642,000; actual, \$19,884,000. High-school maximum, \$54,454,000; actual, \$12,854,000.

The proposed bond issue increased the indebtedness for elementary schools to \$39,164,000 and for high schools, \$28,134,000. This left a wide margin within the legal limit.

(Continued on Page 72)

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Will you Profit by the Experience of Other Schools?

THE past 15 years have seen a greater advance made in the science of illumination than in the previous 50 years. This fact must be of signal importance to you.

Hundreds of school boards have found that illumination considered adequate when their schools were built, even 10 or 15 years ago, is now lacking in efficiency when measured by today's knowledge.

Scores of schools have given their students the benefit of better light by refixturing throughout, during vacation time, with Guth illuminators.

Will you profit by the experience of these schools?

Poor light and resultant eye strain, is largely responsible for many student failures. Strained eyes take



Do not handicap young eyes with poor light 'All of a child's energy is needed for physical aevelopment.

needed energy away from the mind . . good light, that is easy on the eye, makes a student mentally alert. This means better work and fewer failures, with an actual saving in instruction costs.

For 25 years the Edwin F. Guth Company has specialized in the designing and building of lighting units to fit every need. Brascolite and the new GuthLite (shadowless illumination), two units developed by this company, are the outstanding school illuminators of today.

Hundreds of schools throughout the country, equipped with these units and their preference by leading Architects and Illuminating Engineers testify to this fact.

Guth School Lighting Engineers will gladly make a lighting survey of your school—without cost or obligation. If your school needs new lighting equipment it can be changed at a very low cost. Write for details of this engineering service today.





Chamberlin Equipment Included in this Modern School

WEATHER stripping, to be permanently effective, requires more than correctly designed, well made weather strips—exacting attention to weather strip installation is equally important. Therefore, Chamberlin exclusively installs its weather strips. And as definite assurance of lasting satisfaction, Chamberlin guarantees and services its equipment "for the life of the building".

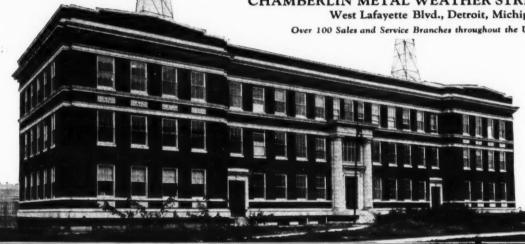
Modern school design is placing increasing emphasis upon the use of Chamberlin equipment as a means of safeguarding the health of school children. It is essential that dust movements be minimized and cold draughts eliminated to insure healthful, uniform temperature. And because Chamberlin design and installation methods accomplish these results in the highest degree scientifically possible, Cham-

berlin Weather Strip protection is used in schools from coast to coast. Over 20,000,000 door and window openings and 34 years of dependable performance prove the permanent efficiency of Chamberlin installations. Investigate your own school problem if Chamberlin is not already installed. Plan now to obtain Chamberlin protection and a permanent fuel saving before winter comes again.

Write for Chamberlin Literature

CHAMBERLIN METAL WEATHER STRIP COMPANY

West Lafayette Blvd., Detroit, Michigan



Electrical College, University of Cincinnati, Cincinnati, Ohio. Completely equipped with Chamberlin Metal Weather Strips. Archt.—Harry Hake, Circinnati, O. Contr.—Wm. Miller & Sons, Cincinnati, O.

THE LOS ANGELES SCHOOL-BOND CAMPAIGN

(Continued from Page 70)

It was shown that the utmost economy had been exercised by the business office of the schools, under the efficient management of W. E. Record, in previous building programs, therefore voters were assured in advance of getting the full worth of their money.

Publicity Methods Used in Campaign
The three following slogans were constantly repeated in printed, painted, and spoken word:
Where Will Your Child Go to School Next Year?
Twenty Thousand Children Crowded Out of School
Half a Day.
A Full Day's Schooling for Every Child.

A number of large billboards in various parts of the city carried this announcement:

The Problem of the City Board of Education: Three Children to Every Two Desks. (Illustrated

with drawing.)
Where Will Your Child Go to School Next Year? A six-page folder, containing 36 questions and answers, was printed and distributed throughout the district. This pamphlet covered the following subjects: Date and amount of bond issue: registration; voting; need of the bond issue; how the bond money is to be spent; comparisons in cost of Los Angeles school buildings with those of other cities; economies; what will happen if the school bonds do not carry; what will happen if the bonds carry.

At the bottom of the first page this statement appeared: "Printing donated by the public-spirited citizens of Los Angeles." All other bond literature carried a similar statement.

Attention was called to the fact that the board of education had been granted a building tax for the current year of eighteen cents, and that the estimated tax rate for the proposed bond issue would be 21 cents for the first year. Inasmuch as the building tax would be excluded, in case the bonds carried, the extra expense to the taxpayers would amount to three cents for the first year.

"A surprising and very significant fact," relates Mr. Findlay, "was that in more than 200 bond meetings held, in only two of them was the question asked, 'What will it cost?' Our speakers purposely stressed the need of more school facilities, which was the important point, knowing that if the people could realize the seriousness of the school situation they would not hesitate to vote the necessary funds."

No information was given out as to where the buildings would be located, on account of the effect on real-estate values, and because changed conditions might necessitate a change of plans.

Enormous quantities of one-page dodgers were circulated through the schools and various business organizations. Bakers enclosed these leaflets in their bread wrappers; laundries wrapped them up with clothes; prominent business firms sent them out with monthly statements, pay envelopes and packages; banks placed them upon their counters.

Placards of various sizes were distributed by boy scouts and other organizations. Many cards were placed in windows of stores and homes, while others were tacked to telephone poles, six feet above the ground, where they were not easily torn down.

Automobile red-and-white windshield stickers were handed out at meetings, given to business firms, and individuals and circulated through the schools. Groups of girls stood on busy downtown corners and gave out stickers to pass-

A number of business firms and organizations were solicited and consented to donate show-card space contracted for in street cars. An announcement of the coming election, together with an effective illustration, was placed in every street car and bus operating in the school district. The advertising proved effective, partly on account of the interest it awakened among the contributing business organizations and the influence which their endorsement carried.

Banners 50 feet long and 6 feet wide, bearing the inscription, school bonds June 3, vote yes, were placed across the busiest streets of the city, diagonally where possible. Smaller banners, 15 by 3 feet, were placed on store and school buildings.

Many business houses donated space for window displays. School children made models out of soap and clay, showing inadequate school buildings, bungalows, and tents. These were accompanied by appropriate lettered explanations and announcements.

Newspaper Publicity Effective Measure

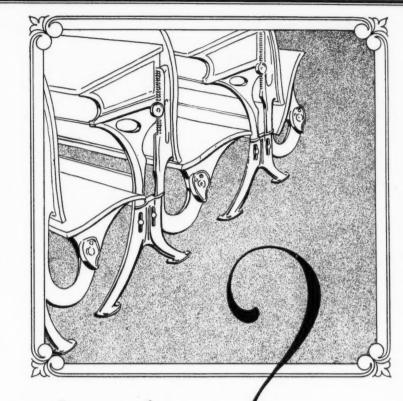
Special attention was paid to newspaper publicity. Each day during the last three weeks of the campaign a separate article was prepared by Mr. Findlay for each of the five Los Angeles daily papers. Great care was taken in the preparation of this copy, in order that the public might be fully and correctly informed of the situation. At the outset, the managers and editors of these periodicals were interviewed and their support enlisted. This work proved to be of the utmost importance. The active aid of the local foreign press, rural and community papers was secured and much valuable assistance was rendered by these agencies.

Many business firms donated newspaper advertisements, while others called attention to the coming bond election in connection with their own advertising. In every case full credit and publicity was given to the firm making such donation, which showed how responsible business houses regarded the issue.

Want advertisements were inserted in the daily papers and paid for, an equal amount of

(Continued on Page 74)

Jan
you pass
your present
school floor
on this examination



Are your school floors

- 1. non-splintery?
- 2. quiet underfoot?
- 3. even and unwarped?
- 4. comfortable to walk on?
- 5. free from seams and crevices?
- **6.** attractive in appearance?

Check up. If your floors can't pass this examination, isn't it about time that something was done to replace them?

School floors which pass that test with a mark of 100% are Bonded Floors of Gold Seal

Battleship Linoleum—a material which possesses all these desirable qualities. And in addition—economy!

Gold Seal Battleship Linoleum is moderate in first cost. So much so that it is generally more economical to install this modern linoleum floor right over the old floor than it is to replace or refinish out-of-date floors.

Our "factory to finished floor" supervi-

- 7. easy to clean?
- 8. insulation against heat and cold?
- 9. sanitary?
- 10. durable?
- 11. no expensive periodical refinishing or repainting, etc., required?



sion and single responsibility enables us to assure long service to Bonded Floors users. That assurance is in the form of a Guaranty Bond, issued by the U.S. Fidelity and Guaranty Co. on installations made accord-

ing to our rigid specifications.

Selecting the best floor possible, within the sometimes low appropriation, is a difficult problem. Our many years experience in both the manufacturing and installation of resilient floors enable us to be of assistance to school authorities.

Use our knowledge and experience. Mail the coupon below.

BONDED FLOORS COMPANY, INC. New York Boston Philadelphia Cleveland Detroit San Francisco

BONDEL

Resilient floors for every school need

Bonded Floors Company 1421 Chestnut St., Philadelphia, Pa.

Please send me literature on your school floors.

Please send a representative to see me.

Name _______
Street ______
City and State ______

FLOORS

A guaranty bond insures their durability

Practical Attractive

An excellent example of the use of Alundum Tile in conjunction with other tiles, resulting in an installation that is both practical and attractive. The Alundum Tile treads assure permanent safety and extreme durability.

NORTON COMPANY, Worcester, Mass.

New York Chicago Detroit Philadelphia

Pittsburgh Hamilton, Ont.



St. Francis Orphanage Millmont, Reading, Pa. G. C. Freeman, Architect J. C. Dethoff, General Contractor Robert I. DeTurck, Tile Contractor



(Continued from Page 72)

space being taken in each of the five publications. Some of the deplorable school conditions were photographed and the pictures were published in the daily press. This helped the public to visualize the situation. As various civic and service organizations agreed to support the bonds, their endorsements were published in the local papers. These were judiciously timed.

The favorable vote of the board of directors of the chamber of commerce—with 13,000 members—carried great weight. Many associations were supplied with blank forms for endorsement.

The student editors of the Los Angeles school papers were organized into a bond-booster club, which released regularly through the columns of the school press interesting and informative articles regarding the bond issue.

Articles were published in the School Board Journal and other magazines. Newspapers published many cleverly-designed cartoons, which effectively illustrated the situation.

Cooperation of school Faculties and Students "School principals played an important part in the campaign," testifies Mr. Findley. "They devoted much time to securing the endorsement of local improvement societies and other voters' organizations and were active in having every voter in their district informed regarding the needs of the schools. This was a large order, but they responded nobly, giving much valuable time and thought to the work."

The art classes produced posters, which were distributed by the students. From many original designs, the most convincing were selected and one placed in each neighborhood store, as far as possible. Many of the younger children designed posters and placed them in the windows of their homes.

Here are some of the captions used, in addition to those already given:

We Must Have More Schools! Give Us a Full Day's Schooling.

Give Us a Full Day's Schooling.

Lack of Room Keeps Hundreds of Children from School.

Building Sites Will Double in Price. We Must Buy Now.

During the two months prior to election day, June 3, evening entertainments were planned by the school principals. The children gave interesting programs and at an appropriate time there was a talk on the needs of the schools.

School bonds furnished the motif for many May-Day fetes. A number of school-bond songs were composed and sung at entertainments.

Parades were held on the day before election. In some localities students carrying posters paraded the streets. Motor trucks, which dealers gladly loaned, were decorated with large banners and carried school orchestras, which furnished attractive music as the trucks paraded important thoroughfares. When one truck reached 7th and Broadway, the busiest corner in the city, the driver pretended to have a breakdown. While he was supposed to be fixing the engine, many people noticed the band and beauty.

Speakers' bureaus were organized and used to hold meetings in schools, churches, theaters, lodges, clubs, and other places. Members of the board of education and prominent school officials, citizens, and students assisted in the good work.

Speakers' blanks were made out in duplicate, the original being sent to the person assigned to the meeting and the carbon copy retained at the office. This prevented mistakes and misunderstandings and provided an accurate record of all meetings and speakers.

Motion Pictures and Lantern Slides Promote Publicity

Several radio-broadcasting stations offered their services for school-bond publicity purposes. Local music companies planned radio programs, which included talks on the subject.

Motion-picture publicity was provided by the visual education department. A 20-minute film, "Your Boy and Girl," was obtained. The play carried an effective message, showing the necessity of a full day's schooling for every boy and girl, and abounded in human interest. Theaters and churches exhibited this film.

For five days preceding the election the large theaters used lantern slides urging citizens to vote for school bonds. Some houses ran "trailers" in their news weeklies. Other slides illustrating the needs of the schools were shown at community gatherings. Pictures of new school buildings, bungalows, tents, statistical graphs,

(Continued on Page 76)



PARADES AND BILLBOARDS WERE EFFECTIVELY USED.

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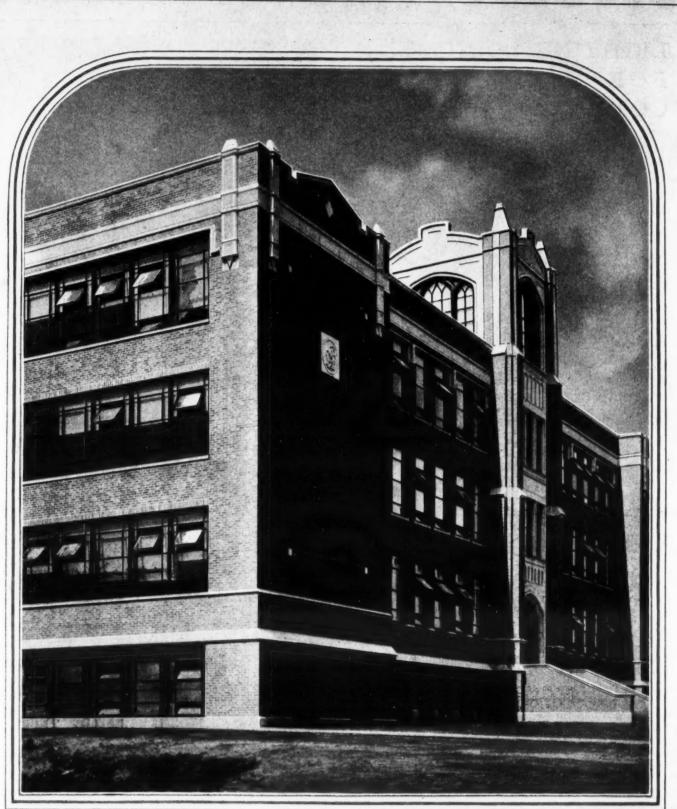
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JUNIOR HIGH SCHOOL, LYNN, MASS.

ARCHITECT, GEORGE H. CORNET; CONTRACTOR, C. H. CUNNINGHAM & SON CO.

Every dollar of taxpayers' money spent on school building materials is invested not for a day or a year, but for generations to come. Make sure of constant dividends of daylight and fresh air, of usefulness and convenience, by equipping your new school with Fenestra Projected Steel Windows. ' ' Look at the Lynn, Mass., Junior High School shown above. Here, as in hundreds of school buildings throughout the country, Fenestra Projected Windows not only add beauty and stateliness to the structure but provide an abun-

dance of light in every room, perfect ventilation by easy operation, and security against the storms.

' ' These better steel windows have also gained the preference of school architects, school builders and school officials by their economical advantages—easy washing and inexpensive replacement due to their small panes. ' ' It will be to your advantage to have a thorough knowledge of Fenestra Projected Windows before you select the windows for your new buildings. The Fenestra catalog has the data you want. Write for it.

DETROIT STEEL PRODUCTS COMPANY, R-2266 EAST GRAND BOULEVARD, DETROIT, MICHIGAN
CANADIAN METAL WINDOW & STEEL PRODUCTS CO., LTD., TORONTO, ONT., CAN., FACTORIES IN DETROIT, MICH., OAKLAND, CALIF., AND TORONTO, ONT., CAN.

Architectural Fenestra

LIGHTING EQUIPMENT FOR SCHOOLS AND COLLEGES



Design No. E25-351 installed in Home Economics Building, Iowa State College.



A Beardslee lighted classroom-Iowa State College, Ames, Iowa,

 $B_{\rm \,tures}^{\rm EARDSLEE'S}$ long experience in designing lighting fixtures for schools and colleges insures the handling of each order with a thorough knowledge of its requirements Plain and ornamental fixtures in standard designs afford a wide range for selection, but special designs can be furnished when necessary . . . School executives and architects are invited to write for catalog illustrating fixtures designed for lighting school buildings.

BEARDSLEE CHANDELIER MFG. CO., 219 South Jefferson St., CHICAGO

(Continued from Page 74) and school activities were shown, accompanied by a syllabus for the lecturer.

Systematic Campaign Conducted Through the Schools
Although a municipal election preceded the

bond election, a systematic registration campaign was carried on, largely through the In order to guard against negligence schools. and indifference, every effort was made to get all the friends of the schools registered. Following is an abstract of a bulletin sent to principals March 24:

"Remember, all who are to vote at the bond election, June 3, and have not registered since the first of the year should register before midnight, April 5. To register after that date will be extremely difficult.

"Many friends of the public schools-even some teachers—have not yet registered, because they have not realized the necessity for immediate action.

Less than two weeks remain in which to register teachers the voters of your district. Never before were the schools faced by such a crisis.

"The danger in the suburban districts of a light

"The danger in the suburban districts of a light vote because of failure to register is especially great. Votes there count for just as much as in the city. Remember, it takes a two-thirds' majority to carry a school-bond election. There will be opposition to the bonds, but friends of the schools can save the

"Registrars can be secured to attend a meeting. registrars can be secured to attend a meeting.

if it is reasonably sure that there will be at least
25 to register. Otherwise, register at the city hall.
county offices, or with a deputy on one of the main
streets of the city."

Similar notices, though shorter, were run in the Los Angeles School Journal and the following advertisement inserted in the local newspapers:

"Don't fail your public schools. Register before midnight, April 5."

A general meeting of all principals was held three weeks before election. At this meeting each principal was given an envelope containing a bulletin of instructions, a map of precincts, printed lists of polling places, names of regis-

tered voters in the district, and a notice of polling places. Upon the back of the map was pasted a legal description of the meets and bounds of the consolidated city precincts which made up the school precinct, clipped from the local newspaper in which it was published, as required by law.

Since school precincts in most cases are a consolidation of two or more city precincts, the polling places were in different locations. School people, therefore, were urged to exercise the utmost care in notifying voters of their polling places. The post-office department permitted these notices to be placed in mail boxes. but as far as possible they were delivered in person to the voter.

As an additional precaution against confusion of polling places, each principal was furnished

SCHOOL BONDS JUNE 3

HANDBILLS WERE DISTRIBUTED BY THE CHILDREN.

with a list giving each school, number of its precinct, numbers of its city precincts and polling place.

The bond election was held so near the regular election that printed lists of voters and their addresses were available. One of these lists was furnished to each school and was of invaluable assistance in locating qualified voters.

The parent-teacher associations were of great assistance throughout the campaign, serving as a connecting link between the schools and the public. These bodies secured indorsements, distributed literature, and rendered material aid.

Realizing that measures often fail because many citizens, for various reasons, neglect to vote, much effort was expended to get out as large a vote as possible. In this work the children were of inestimable service on the eve of election, carrying to each voter, as far as possible, a notice of the election and telling him where, and how, he should vote. This was the

VOTERS!

School-Bond Election June 3

Your polling place is

Polls open from 8 A. M. to 8 P. M. only. Failure to carry this school-bond election means educational disaster. Keep this for reference

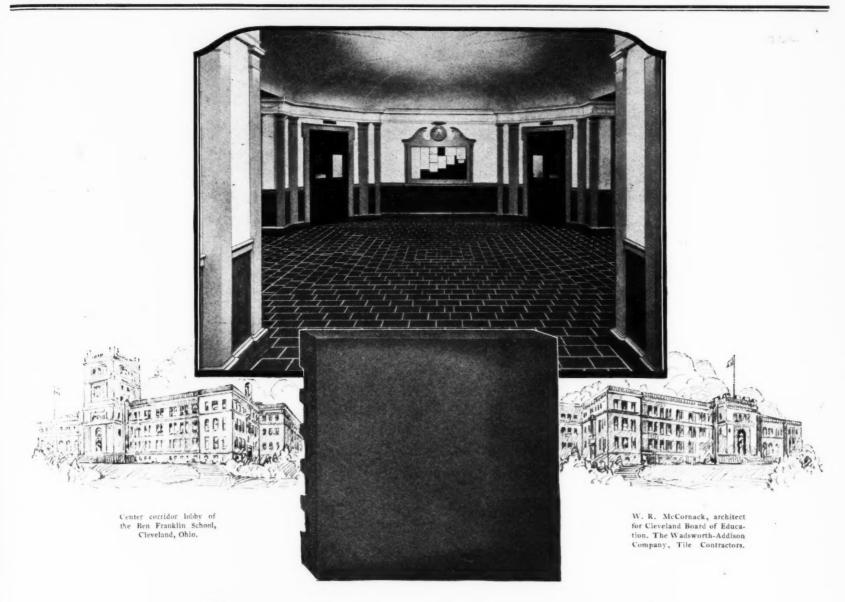
Before enlisting the active aid of any child, the written consent of his or her parents was secured, to forestall any kicks or comebacks. The children worked after school hours, as did the teachers and principals, so the campaign would not interfere with schoolwork.

Many children wrote the following note and placed it upon their parent's breakfast plate on the morning of election day:

Dear Father and Mother:

Please do not forget me today. The polls are open from 8 to 8.

> Mary Jones. (Concluded on Page 80)



From now, -on!

HE unchanging freshness of Romany Quarry Tiles, even after years of the hardest wear, recommends their use for floors and walls of school corridors, laboratories, lavatories and terraces.

They are preferred where the most durable material is demanded. Also where appearance and low cost are equally important consider-

ations, because Romany Quarry Tiles will appear clean and new after all the other interior finish has become worn and marred.

For durability, permanent attractiveness and low cost, Romany Quarry Tiles stand alone among desirable floor and wall surfacing materials.

Boy Proof!

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Romany Quarry Tiles are an American product. They are made in Romany Reds, Romany Greys, Romany Browns and the beautiful Romany Rainbow shades.

UNITED STATES QUARRY TILE COMPANY PARKERSBURG, WEST VIRGINIA



ROMANY QUARRY "TILES

e Oil-Flat

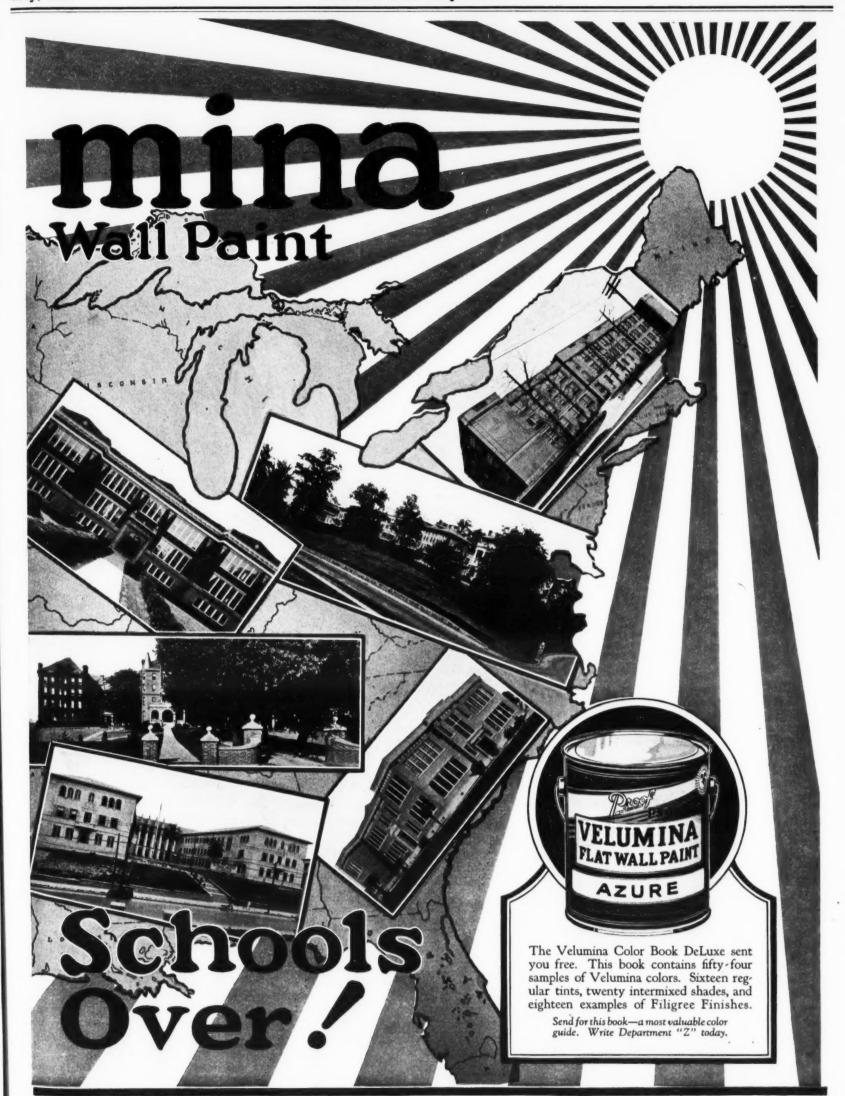


Whatever you need - Glass, Paint, Varnish, Lacquer or Brushes — the Pittsburgh Plate Glass Company has a product that exactly fills your requirements. Sold by quality dealers; used by exacting painters.

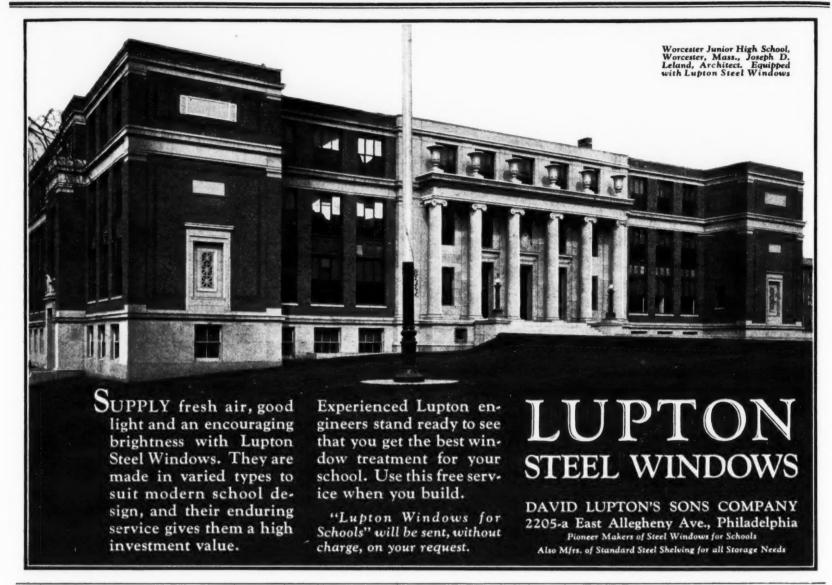
Used in the Natio



PITTSBURGH PLATE



GLASS CO. Paint-Varnish-Lacquer Factories Milwaukee, Wis. ~ Newark, N. J. Portland, Ore. ~ Los Angeles Cal.



(Concluded from Page 76)
Principals and teachers were asked to obtain the use of all available automobiles in their districts for bringing voters to the polls, especially those who lived at a distance and could not easily walk. Students were requested to furnish the names of such citizens.

On election day teachers and pupils were permitted to communicate with relatives and friends, reminding them to vote. Teachers were advised to examine the election records, some time during the afternoon or evening, and see

who had not voted, then remind the latter to do their duty.

"Our attitude during the campaign was not one of overconfidence," states Mr. Findlay, "but rather one of hopeful expectancy, based upon the belief that if each individual worker did all in his power to perform the task to which he was assigned, the school people would have done everything within reason to inform the public of the needs of its schools. Not until the polls closed on election day did our activity cease." the beneficiaries of their wisdom. In most of the southern states, many of the school lands were sold, and the proceeds stolen during the reconstruction period. As a result, the permanent state school fund in most of the southern states is relatively small.

The legislative practice of making direct appropriations for the support of the public schools is general throughout the country, and it can be asserted therefore, that in many states, special state taxes are employed to support education; to illustrate: The state of Michigan appropriates annually about \$15,000,000 for education, and a part realized from special state nually about \$15,000,000 for education, and a part or all of these funds are realized from special state taxes. Minnesota sets aside for the public schools about \$10,000,000 a year, and three fourths of this sum comes from special state taxation. Numerous other examples of the same kind could be cited.

Several states, notably those of the south, specify in the law a definite minimum of ad valorem taxa-

in the law, a definite minimum of ad valorem taxation, both state and local, which must be used for the support of the public schools. The constitution of Louisiana, for instance, requires that at least 25 cents on each \$100 of the state assessment, and 30 cents on each \$100 of the state assessment, and 30 cents on each \$100 of the parish assessment shall be devoted to the support of the public schools, and several other states have similar requirements. Usually, however, state school funds are secured through legislative appropriations and local advalorem taxes through local taxing bodies or by authorization of the taxpayers.

Revenue for School Support

T. H. Harris, State Superintendent, Louisiana

Most states in the Union, probably all of them, collect taxes other than ad valorem for state purposes, but in not many cases are such taxes dedicated specifically to the support of the public schools. Since, however, it is the custom of nearly all of the states to aid the schools with legislative appropriations, the public schools of many states are supported in part by taxes other than ad valorem taxes. valorem taxes.

The usual sources of special state taxes for the The usual sources of special state taxes for the support of the state governments are incomes, inheritances, insurance companies, various occupations, bank deposits, capital stock of building and loan associations, capital stock or earnings of railroads, express companies, telephone and telegraph companies, and such natural products of the soil as oil, gas, lumber, sulphur, salt, sand, and gravel. In some of the states, the state revenues are made up entirely of special taxes of the kinds mentioned, while in others they supplement ad valorem taxes while in others they supplement ad valorem taxes levied on the state assessments. A few examples will suffice to indicate the general practice throughout the nation:

Tax Practices of the States
Georgia levies state taxes on the professions, inheritances, insurance companies, insurance agents,

and the occupations.

Kentucky taxes bank deposits and the capital Kentucky taxes bank deposits and the capital stock of building-and-loan associations. Michigan taxes railroads, express companies, in-

surance companies, and inheritances.

Minnesota collects state taxes on the earnings, of railroads, insurance companies, telephone and

telegraph companies, freight lines, occupations, and

Louisiana taxes for state purposes occupations, inheritances, tobacco, and such natural products as oil, gas, sulphur, salt, lumber, and gravel.

A roll call of the states would show that but few of them rely wholly upon ad valorem taxes for the

funds necessary to support the state governments, but that practically all of them raise state revenues from special sources.

The state school revenues fall principally into the following classes: (1) Permanent state school funds; (2) direct legislative appropriations; (3) a certain millage on the state assessment, dedicated specifically to public education; (4) special state taxes set aside by the constitution, or legislative enactment for the support of the public schools.

Permanent School Funds
The permanent state school funds represent the proceeds of sale of school lands or other principal that was set aside for education and on which the state or private borrowers pay a certain annual in-terest for its use. In most of the states, the per-manent state school fund is small, but in a few, it is large, constituting an important item of school revenues.

revenues.

Texas, for instance, exercised the wisdom of reserving her public lands for the support of education when she entered the Union, with the result that she has accumulated a permanent state school fund that yields annually about \$3,000,000. Other states conserved their school lands, and their children are now and will continue to be for all time,

Other Than Ad Valorum Taxes

I pass now to the real purpose of this paper, amely: "To what extent do the states raise taxes namely: "To what extent do the states raise taxes other than ad valorem taxes for school purposes and dedicate such indirect levies specifically to public school support?" Practically all of the states collect a head or poll tax and devote it to educational purposes. In most states the poll tax is paid into the state school fund and distributed to the local sub-division, while in others, it is paid into the school treasury of the local sub-divisions where it is collected. It may be stated in general that the public schools of the nation are supported mainly by taxes levied on state and local assessmainly by taxes levied on state and local assess-ments, or ad valorem taxes, and that the number of states that resort to the taxing of special classes of property for the raising of substantial sums for public school support is small. A few states, however, have entered this special field of taxation.

Arkansas levies a state tax on cigars and cigar-ettes and dedicates the proceeds to the support of (Continued on Page 82)



Can You Leave School Sanitation to These?

Or Is It Your Responsibility?

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d. pecify CAN you place school sanitation in the hands of children? Is it safe to rely on them—eager to be out with playmates at recess or after school—to perform those little duties so essential to sanitation?

The Clow-Madden Automatic Closet removes this responsibility from childish memories. It automatically—after every use—scours its bowl from rim to trap as no other closet can.

Sanitation—that most important factor of school operation—is certain with the Clow-Madden. Sure and positive in action, the unfailing Madden Valve takes the responsibility for sanitation completely off forgetful childish memories.

As for costs and long life—turn the page.

PREFERRED FOR EXACTING PLUMBING SINCE 1878



THOUGH Clow supplies every type of closet on the market today, as well as other school plumbing fixtures — the Clow-Madden Automatic is being emphasized because it takes the responsibility for school sanitation completely away from childish memories—and because it so effectively reduces costs.

This sectional view of the Clow-Madden valve—inset picture above — shows the simplicity of the entire assembly. There are but two moving parts. The Clow-Madden valve is not dependent upon intricate, easily worn valves or floats.

THE Clow-Madden Automatic Closet. There are over 20 models of Clow-Madden Automatic Closets—in the latest wall-hung styles as well as the ordinary type closets. The new "Clow School Plumbing Catalog" now on the press shows these in detail. Send for a copy today.

Long Life Performances

39 years in a Peoria, Illinois, school.

27 faithful years of school service in Cedar Rapids, Ia. 20 years school service in Racine, Wisconsin.

And there are many others—names in your vicinity can be supplied for your personal investigation of performance and low cost.



JAMES B. CLOW & SONS, 201-299 N. Talman Ave., Chicago

PREFERRED FOR EXACTING PLUMBING SINCE 1878

Surer Sanitation — Lower Operating Costs — Fewer Repairs — with the Clow-Madden Automatic Closet

BY far the most important school plumbing fixture, is the water closet. Upon its operation depends the sanitation and health of every pupil—and the possibility of excessive water, repair and replacement costs.

Cleans Its Bowl Automatically After Every Use

The Clow-Madden Automatic Closet does not leave sanitation to childish memories. After every use it flushes itself automatically and thoroughly—scouring the bowl from rim to trap with a fast, sharp flood of water.

Flushing Pressure Equals 30-Foot Water Pipe

The Clow-Madden closed top tank fills against compressed air, providing a flushing pressure equal to that of a thirty to forty-foot standpipe. And the specially constructed Clow-Madden bowl equalizes the flush on rim and trap. After every use the entire bowl receives a thorough scouring.

Stops Water Wastage and Leakage

Clow-Madden Closets actually use less water. The Madden Valve and the air-tight tank carefully measure the amount to be used. There can be no water wastage, and there is no leakage.

Saves in Piping Costs

The Clow-Madden takes a feed-pipe as small as \(^3\)8-inch. This means that a smaller main line pipe is required with a corresponding saving in piping as well as water costs.

Low Repair Costs

And, as for repair costs—Clow-Maddens ask comparatively little for expense throughout their entire life. Actual examples show that Clow-Maddens have lasted twenty, thirty—and in some cases nearly forty years. Boards state that during such periods they spent but a negligible amount for repairs and replacements on these long-lived closets.

No Complicated Valves

The Madden Valve has but two working parts. It is far simpler than any closet valve in the market today. Because of the absence of complicated mechanism it is far less susceptible to wear and the resulting leakage—and it lasts far longer, as actual performance statistics show.

Clow-Madden Closets leave nothing to complicated valves—high water pressure—or careful treatment. And, their positive action does not leave school sanitation in the hands of children.

JAMES B. CLOW & SONS, 201-299 N. Talman Ave., Chicago





Plumbing Contractor: Hitskind Heating & Plumbing Co.

Clow - Madden Automatic in the boys' toilet. West Ward School, Wabash, Indiana.

Over 20 Years of Closet Service for *New* and *Old* Schools

FOR the new or old school, Clow-Madden Automatic Closets mean complete, sure sanitation and unfailing service for 20 years and more.

In the older school, they mean freedom from water-wasting, complicated, poorly constructed closets that demand large sums each year for repairs and replacements.

Actual examples, such as 20 years of service in a Racine, Wis., school prove the long-life qualities of Clow-Madden Automatic Closets.

39 Years-Still Good

A Clow-Madden Closet recently retired from a Peoria, Illinois, school

is still in perfect operating condition after 39 years of school service.

27 Years of Faithful Performance

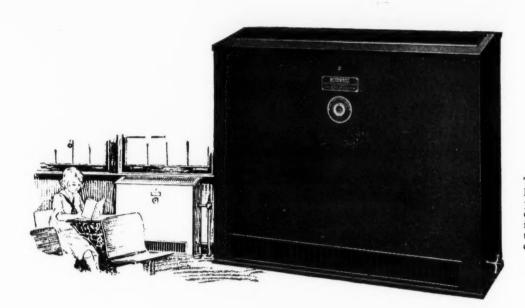
Recently a school board in Cedar Rapids, Ia., ordered Clow-Madden Closets for their new school—because for 27 years Clow Automatic Closets had guarded their school sanitation, with negligible costs for repairs.

The new "Clow School Plumbing Catalog," now on the press, shows in detail how such automatic, low-cost sanitation can be assured your school—no matter whether the building is new or old. Send for a copy today.

JAMES B. CLOW & SONS, 201-299 N. Talman Ave., Chicago



PREFERRED FOR EXACTING PLUMBING SINCE 1878



This is the standard PeerVent Heating and Ventilating Unit— 36 inches high and 14 inches deep. The width varies according to capacity. Various other types are furnished to meet special architectural requirements.

Why PEERVENT? Answered by Architects:

THE following brief comments on PeerVent Heating and Ventilating Units are from letters written by architects. Names and complete letters on request.

i. Planning and installation less expensive. 2. Installation is easier. 3. Requires less cubic feet in the building. 4. Recirculates air in the room, or forces in fresh air, as may seem necessary. 5. Each room is under its own control and not influenced by any other part of the building. 6. Air from dirtiest streets delivered clean at any desired temperature. 7. Workdone (in an office) increased enough to pay for the installation several times, the first year. 8. Does away with ducts on basement ceilings. 9. Eliminates vertical ducts from basement to class rooms. 10. Flexibility in planning, especially with reference to future changes. 11. Permits shutting off any room the moment the room is unoccupied, thus economizing on steam and electricity. 12. In small communities heating contractors can be found, capable of

installing the work, who would be quite incapable of erecting a ---- system. 13. Cost of operation reasonable. 14. Constructed on sound engineering principles. 15. Especially well built. 16. Noiseless in operation. 17. Service of the Company very good. 18. Most economical method of getting fresh air in the building in a positive manner. 19. At all times a little in advance with improvements. 20. Positive ventilation for each room. 21. Atmospheric or weather conditions do not affect this system. 22. Rooms on various exposures can be controlled to meet requirements. 23. Saving in flue construction, also in headroom and space in the basement. 24. Room left available for school purposes in the basement. 25. Ease of regulation of temperature. 26. The system is very flexible; any degree of ventilation can be obtained. 27. Eliminates expensive duct work, thus reducing power costs and temperature drops. 28. Can be controlled separately as regards weather and direction and force of

Send for the PeerVent Catalogue and list of installations in your vicinity. If you wish to see our local representative, please so state.

PEERLESS UNIT VENTILATION CO., INC.

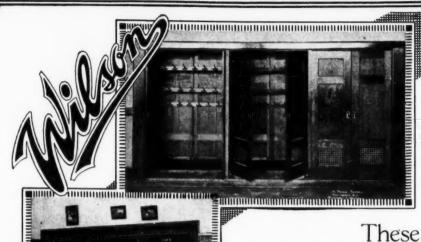
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rne same type wardrobes with rolling fronts. Note that they are always under the teacher's eye. These particular wardrobes are built in convenient recess in wall.

OVER FIFTY YEARS IN BUSINESS

Wilson Hygienic Wardrobes with disappearing doors, in St. Paul's school, Providence, R. I. A. J. Murphy, Archt. Note ventilating grilles in doors.

These Savers of Space and Conservers of Health Will Appeal to Your Good Judgment

MANY newly built schools have entirely omitted separate cloakrooms and depend solely on Wilson Hygienic Wardrobes.

Others have abandoned their out of sight, poorly ventilated cloakrooms and now use our Hygienic Wardrobes, because of the space saved. All of them appreciate the advantage of a wardrobe under the teacher's eye. One perfectly ventilated and sanitary, and that can be enlarged when necessary.

If one of you would like to talk Wardrobes, one of us would like to talk with you. Or we'd gladly send you catalogue No. 14.

Also Manufacturers of Sectionfold and Rolling Partitions

The J. G. WILSON Corporation 11 East 38th Street, New York City OFFICES IN ALL PRINCIPAL CITIES

ilson PARTITIONS - BLINE WARDROBES

(Continued from Page 80)
public education. The sum realized annually is about \$800,000, and in addition, a state income tax, netting the negligible sum of approximately \$25,000, and a severance tax, yielding somewhat in excess of \$270,000 a year, are devoted to the support of the schools. Arkansas receives, therefore, for the support of her schools from sources other than ad valorem taxes, state taxes amounting to about ad valorem taxes, state taxes amounting to about \$1,000,000 a year.

The state of South Dakota has, for the last two years, levied a tax on cigarettes and devoted the proceeds to providing buildings at the higher state educational institutions. The sum realized from this source has been quite substantial, and there is now a demand from certain influences that the proceeds of the cigarette tax be turned into the general

Tennessee collects a tobacco tax, one-third of which, plus \$250,000 annually is required to be used to support the schools. The school forces of Tennessee are demanding that all of the tobacco tax be

nessee are demanding that all of the tobacco tax be dedicated to school purposes.

The Texas schools receive annually about two and one-half million dollars from special taxes on occupations, gasoline, oil, and sulphur.

The schools of Vermont receive a negligible sum

rom license fees paid by peddlers, auctioneers, and certain other classes of workers, and the same practice of devoting certain license fees to the support of education prevails in West Virginia. The sums realized, however, from these sources are insignificant.

Wyoming a Favored State

Wyoming is one of the most favored of the states in the matter of school revenues from special state sources. A special tax is levied on the oil produced by wells located on public lands, and the proceeds of this tax are dedicated to the public schools. The revenues from this special source amount to ap proximately \$400 a year for each teacher employed

The Montana schools are aided by a tax which yields approximately \$1,000,000 annually from a tax on inheritances, gasoline, and oil royalties, and on metal taken from mines.

on metal taken from mines.
South Carolina is perhaps the best example of all the states of the Union of a state that is seeking sources of revenues other than ad valorem taxes for the support of education. That state taxes tobacco products, inheritances, incomes, legal conveyances, soft drinks, shot-gun shells, and certain natural products of the soil, and realizes from these special

sources for school purposes several million dollars

In 1920 the Louisiana legislature imposed a state tax of 2 per cent on the gross output of such natural products of the soil as oil, gas, sulphur, salt, lumber, etc., and dedicated the proceeds for four and one-half years to the building of a physical plant at the state university. The amount realized from this government was slightly loss than cal plant at the state university. The amount realized from this source was slightly less than \$5,000,000. The tax is now being used to provide improvements at all of the state-supported institutions, though there is no legal requirement that it be so used.

The Louisiana legislature of 1926 provided for a tax on all tobacco products of 1 cent on each retail sale of 10 cents or fractional part of 10 cents, and named the public schools as the beneficiaries of the funds secured from this source. Collections so far indicate that the annual proceeds of the tobacco tax will approximate \$2,000,000. Protest against relying wholly upon ad valorem taxes to meet the growing demands of the public schools is nationwide and the conviction is well-nigh universal that

THE LARGER UNIT OF TAXATION

Larger units of taxation do not mean the forced of one-room schools. There may be the units of taxation and administration as within the units of taxation and administration as many elementary schools as may be necessary to care for the younger children, just as there are now in the cities of the state, elementary schools conveniently located for the smaller children and junior and senior high schools farther away from home for older pupils. It will be appreciated that the new emphasis to be given to the larger tax unit has as its major purpose and objective the improvement of the educational service in the village and rural communities. The reason why we find the poorest teaching in the small rural school is because of the small unit of taxation; the reason why we have such unsatisfactory buildings and such insanitary conditions is largely because of the very limited financial resources back of the school unit. An enlarged tax unit for school purposes means both an equalization of the tax burden and an equalization of educational opportunity. cational opportunity.

-FRANK PIERPONT GRAVES, State Commissioner of Education, New York.

new sources of public-school funds will have to be

It is not surprising. I think, that a rebellious attitude prevails against taxation. The marvel of the age is the rate at which America has plunged The marvel of the age is the rate at which America has plunged forward in recent years in matters of public improvements. City streets have been paved, public buildings erected, sewerage and water systems provided, country roads built, farm lands drained, city and country schools improved, and in numerous other ways, the people have been providing the things that make life worth while, but all of which cost money. The cost of these comforts and necessities is necessarily borne by taxation, and when the major portion of the taxes is levied on that class of the population that owns the kinds of property that make up the assessments, many find it difficult and burdensome to meet their tax obligations, and it should be remembered that the fact that the taxpayers want the improvements to the extent that they authorize the taxes required to pay for them does not alleviate the hardships connected with pay day, and so it happens that much grumbling is heard everywhere against high taxes.

The Solution of the Problem?

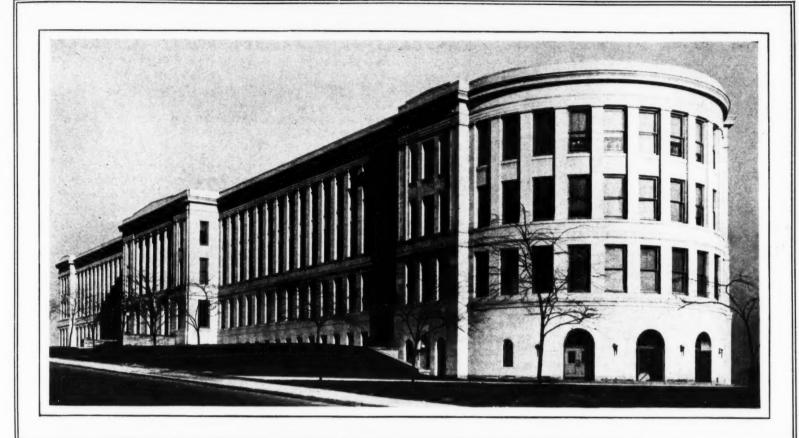
The Solution of the Problem?

How will the tax problem be solved? Will the school boards be able to lessen materially the exschool boards be able to lessen materially the expenses of educating children by shortening the periods required to complete elementary, high-school, and college courses? I am inclined to think that they should, but there is nothing to indicate that they will. Will the cost to the public be diminished by requiring students who wish to pursue high-school and college courses to pay a considerable portion of the cost of such courses? Numersue high-school and college courses to pay a considerable portion of the cost of such courses? Numerous thoughtful men are advocating such a procedure as a means of meeting the annually growing demands for school funds and of securing student-bodies mentally equipped to do satisfactorily high-school and college work. That plan will probably not prove the way out of our financial difficulties. difficulties.

In order then to secure the funds required to finance the kinds of education that the people are demanding, shall we continue to ask the taxpayers to increase from year to year their ad valorem taxes, or shall we seek supplementary sources of taxation which will yield the revenues required at a minimum of hardships upon those paying the taxes?

(Concluded on Page 84)

The NATION'S BUILDING STONE



Schenley High School, Pittsburgh, Pa. Edward Stotz, Architect. Built of Indiana Limestone

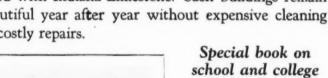
Indiana Limestone particularly suited to school construction

NOMBINING permanence with beauty at modrate cost, Indiana Limestone is the ideal material for the trim of the modern school building. In contrast with rough-textured walls of other materials, its fine

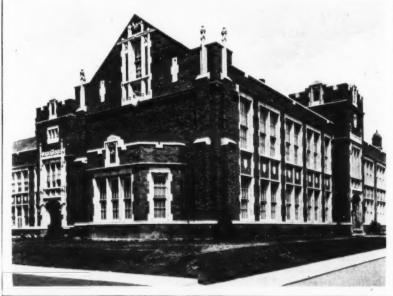
light-colored surface gives structures an interest and attractiveness they would not otherwise have.

Many high schools today, like college buildings the country over, are built entirely of Indiana Limestone. New ways of using Indiana Limestone have so reduced building costs that the figures now obtainable on allstone faced schools may surprise you.

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buildings A handsomely illustrated booklet "Indiana Limestone for School and College Buildings" shows fine examples of school and college buildings of Indiana Limestone in all parts of the country. Write for it today. Address Box 780, Service Bureau, Indiana Limestone Company, Bedford, Indiana.



Bosse High Schools, Evansville, Indiana. Joseph C. Llewellyn Co., Architects An example of Indiana Limestone used as the trim of a brick building

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INDIANA LIMESTONE ... THE NATION'S BUILDING STONE

"Essential in Keeping Any Modern School Building Clean"



HAT is the verdict of Mr. Robert J. Talbot, Jr., of the Junior High and Vocational School at Bayonne, New Jersey. He writes "We have about 47,350 square feet of floor space including hardwood, terrazzo, wood blocks, cork, Spanish tile, and linoleum.-We have found that the same number of men with Finnell equipment can do twice the work, getting a cleaner and more evenly scrubbed floor."

Better results for less money should be interesting to every school board member, school executive and custodian. Cleaner floors are in keeping with the higher standards promoted by modern education and economical administration is the pride of every school

You need not take our word for it nor the word of the hundreds of school systems and colleges using the FINNELL Electric Floor Machine. We will gladly show what it can do in your school building or buildings, without cost or obligation to you.

Write us for particulars of our offer, also free booklet, "Your Questions Answered by

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ECTRIC FLOOR MACHINE

It Waxes It Polishes It Sands It Scrubs

(Concluded from Page 82)

We shall probably find it necessary to continue the practice of using ad valorem taxes for the support of the schools to such extent as they can be secured, but if we are to keep pace with the demands of the public for superior school facilities, we shall, I believe, find it necessary to turn to special sources of taxation for the required funds to a very much greater extent than is now the practice. Legislatures will have to be induced, I think,

a very much greater extent than is now the practice. Legislatures will have to be induced, I think, to tax such sources as incomes, inheritances, occupations, tobacco products, cosmetics, soft drinks, prescription whiskey, the natural products of the soil, etc., and if we hope to have the public schools receive their proper share of such funds, we shall have to make sure that education is named in the law as the beneficiary of these revenues, for legislatures are not only jealous of their authority to make appropriations, but they are also frequently incapable of seeing school needs through our eyes.

If our experience in Louisiana is typical, it should be understood that the enactment of laws imposing taxes on special classes of property for the support of the schools is a very difficult task. The owners of the classes of property sought to be taxed are able to organize powerful lobbies of opposition, which are remarkably successful in convincing legislatures of the injustices and dangers of new kinds of taxation. It required all of the initiative and resourcefulness of a popular governor, the Honorable John M. Parker, to secure a severance tax for the building of a much needed physical plant at our state university, and it was only

through the united efforts of public-school officials and teachers, supplemented by the aid of hundreds of influential laymen, that the legislature was in duced to tax tobacco products for the benefit of education. The pressing needs of the schools and the sound arguments advanced in support of the the sound arguments advanced in support of the special taxation under consideration are brushed aside, and the dangers and injustices of the new forms of taxation are kept in the forefront, and if it be proved that ad valorem taxes have reached the breaking point, the alternative is accepted of providing no additional funds from any source.

My prediction is that we shall find it necessary in many or all of the states to supplement substantially ad valorem school taxes with taxes levied on special classes of property, for I think we are safe

special classes of property, for I think we are safe in assuming that the demands on public education will increase and not decrease, and that there will be no abating of the rebellion against ad valorem taxes. If then we are to satisfy the requirements of the public for school facilities for the children of this country, we shall be forced, I believe, to abandon the practice of relying solely upon ad valorem taxes for school support, and to turn to new sources of revenues that will bring in new classes of con-tributors, or that will place a reasonable proportion of public-school support on classes of property that can bear the tax load without breaking under the burden. As the work goes forward, an educational statesman has the opportunity to make himself immortal by devising a plan of administration that avoids all nuisance features and conceals the tax but insures 100 per cent collections.

Standards Ventilation

Dr. W. J. McConnell, medical secretary of the Philadelphia Health Council and Tuberculosis Com-mittee, Philadelphia, in a paper read before the American Public Health Association, discussed the American Fubic Health Association, discussed the subject of ventilation standards. In his paper, Dr. McConnell emphasized the need for determining adequate standards by which to measure atmospheric conditions which will best meet the needs of human beings under varying conditions. He de-clared that the solution of problems affecting changes in temperature, humidity, and air move-ment lies in the close cooperation of the professions responsible for progress in this direction. He spoke as follows:

A review of the theories advanced relative to the effects on man of varying chemical combinations of

the air gases, and a glance at the multiplicity of opinions set forth pertaining to past practices in the art of ventilation, are apt to confuse the gen-eral reader and lead to erroneous conclusions. One eral reader and lead to erroneous conclusions. One who familiarizes himself with the history of ventilation will no doubt concur in the view expressed in a recent editorial of the Lancet that ventilation up to recent years has been a shibboleth rather than a science, a term which conveyed more comfort than meaning to those who used it. It is an accepted fact that human occupancy, under ordinary living conditions, is insufficient to change noticeably the chemical proportion of the constituent gases of the air. Even in air-tight compartments one is forced to leave long before the oxygen supply is exhausted or the carbon dioxide becomes

excessive. It is true that the carbon-dioxide-content of a room is still made use of to indicate the quantity and distribution of air, but it has no further significance.

Fresh Air vs. Outdoor Air
In discussing ventilation standards we sometimes
fail to differentiate between the atmosphere which
surrounds the body and exerts definite physiological reactions (depending upon the physical qualities
of heat moisture, and air movement) and the air of heat, moisture, and air movement) and the air breathed into the lungs. We cannot ignore the latter, because, no matter how satisfactory the physical properties of the air may be, the harmful effects of the impurities that contaminate the air, and are concomitant to the period of civilization in which we live, are well known and must not be overlooked in distinguishing betwen so-called "fresh air" and out-door air.

Nature bountifully supplies fresh air, but it is frequently necessary to purify, heat, cool, or otherwise condition the air in occupied places in order to obtain the desired freshness.

obtain the desired freshness.

Space will not permit of a discussion of this phase of the subject, nor the evaluation of such properties of the air as ozone, ionization or other electrical qualities, important as they may seem. It is the object of this paper rather to emphasize the need for determining adequate standards by which to measure atmospheric conditions as they affect our bodies. Irrespective of how they may be controlled, standard air conditions must be established which will best meet the needs of human lished which will best meet the needs of human beings under varying conditions.

Some Suggested Standards Certain definite degrees of temperature have been Certain definite degrees of temperature have been suggested as standards from time to time. At one time a standard of 70 deg. F. (dry-bulb) was proposed without reference to the wet-bulb temperature. At a later period the importance of the wet-bulb temperature was emphasized and 56 deg. F. (wet-bulb) received support as the optimum temperature. Our present conception, based on actual experimental work, with human beings as subjects, recognizes the influence on the body of not only the dry- and wet-bulb temperatures, but the velocity of the air current as well.

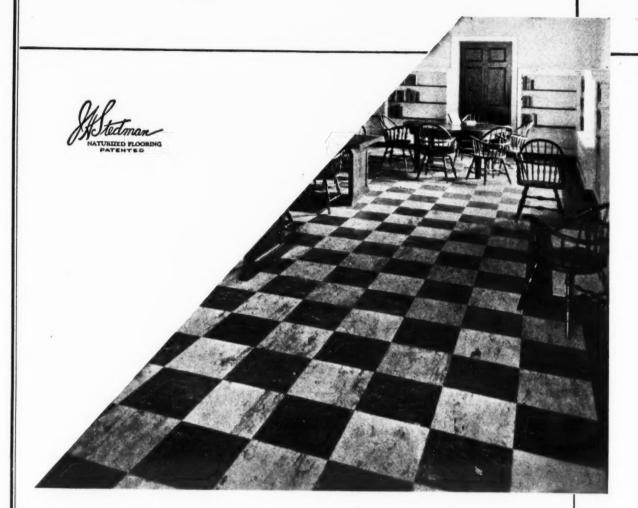
The relative importance of the temperatures indi-

The relative importance of the temperatures indicated by wet-bulb and dry-bulb thermometer as each affects human comfort, varies with the actual temperature. The studies conducted jointly by the United States Bureau of Mines, the United States

(Concluded on Page 87)

es ch gies ir he ul ir, in be sh

nis ch er m. ize by ey be aban The Reinforced Rubber Tile Floor for Schools



SILENT, dustless, durable. Resisting the punishment of scuffling feet and scraping chair legs. In class rooms, halls and stairways, Stedman Tile of Reinforced Rubber is not a luxury, not an added expense, but comes very close to being a necessity. Dissatisfaction from any cause is impossible with a floor by Stedman—it is designed, made and laid by us. "This one thing we do." Stedman Products Company, "Originators of Reinforced Rubber Flooring," at South Braintree, Massachusetts. Branches and Agencies in principal cities. In Canada, manufactured and sold by the Gutta Percha & Rubber, Ltd., Toronto.

Stedman Tile

Where Will the Money Come From?

That much needed equipment ought to go into next year's budget. Where to get the money, though? It's the same problem every year.

Why not solve the problem now, once and for all?

The money that you spend for repairs and replacements, due to rust, should be going into permanent improvements.

Install

COPPER roofing materials

BRASS pipe plumbing

Solid BRONZE or BRASS hardware and lighting fixtures

These metals are proof against rust. They will banish your upkeep expenses from all future budgets.

COPPER & BRASS RESEARCH ASSOCIATION

25 Broadway - New York



(Concluded from Page 84)
Public Health Service, and the research laboratory
of the American Society of Heating and Ventilating of the American Society of Heating and Ventilating Engineers, at Pittsburgh, have demonstrated that the human body is affected more by the dry-bulb temperature, at the lower temperatures, and very little by the wet-bulb temperature, while at the higher temperatures the reverse is true. The two temperatures are of equal importance at about 67 deg. F., "effective temperature." The greatest factor of all is air motion, because the coolness resulting from evaporation and convection largely resulting from evaporation and convection largely depends upon the velocity of the air.

Better Measuring Instruments Needed
Unfortunately, no single instrument has been devised to determine the combined effects of evapora-

vised to determine the combined effects of evapora-tion, convection, and radiation on the human body. The ordinary mercury thermometer, as frequently demonstrated, is inadequate for this purpose as only that part of the body heat lost by radiation and convection is computed. A great part of the body heat, as we know, is eliminated by means of evaporation from the body surface. The kata-thermometer likewise fails to serve the purpose for which it was designed. Yaglou and others have indicated the defects and limited value of this instrument. instrument.

Therefore, until a more sensitive instrument is invented, it is necessary to measure the three physiinvented, it is necessary to measure the three physical factors of air in order to describe accurately by atmospheric condition. Knowing the values of these air factors, however, the studies at Pittsburgh have developed a thermal index of the atmosphere known as the effective temperature scale which indicates the comfort of a variety of atmospheric conditions. This index permits of a fairly wide range of variations among the three factors of the air whose united effect upon the physiological reactions of human beings remains constant. Several combinations of high temperatures and low humidities are equivalent both sensibly and physiologically to other combinations of comparatively lower temperatures and high humidities. The heat loss temperatures and high humidities. The heat loss from the human body remains constant even though the temperature of the air is increased. For instance, assuming a temperature of 75 deg. F., the temperature of the instance, assuming a temperature of 75 deg. F., on a dry-bulb thermometer and 25 per cent relative humidity with still air, it was found by actual experiment, using subjects stripped to the waist, that this condition appeared to be equivalent to a dry-bulb temperature of 66 deg. F. with 80 per cent relative humidity. Now if the latter dry-bulb

temperature is increased to 79 deg. F. the same equivalent condition will exist by increasing the air motion 500 feet per minute.

Conditions Affecting Comfort
Different investigations have shown that certain combinations of these physical properties of the air are conducive to health and comfort. It was found by the New York State Commission on Ventibution that so formed the school properties convention. lation, that so far as the schoolroom is concerned. air which has a temperature of 66-68 deg. F. with a moderate relative humidity and a moderate, but not excessive degree of air movement is good air. Again, records made available by the Committee on the Atmosphere of Man of the National Research Council suggest that the best work was done by council suggest that the best work was done by men in certain plants in a temperature averaging about 71 or 72 deg. F. and a relative humidity of 40 to 50 per cent; while the best work by the women was done at a temperature 7 to 8 degrees higher and at a correspondingly lower relative humidity. The experimental studies at Pittsburgh how that by far the most composite conditions. higher and at a correspondingly lower relative humidity. The experimental studies at Pittsburgh show that by far the most comfortable conditions, that were considered ideal for subjects doing work at a given rate of 90,000 foot pounds per hour with intermittent rest periods, were in a still air condition of about 70 deg. F. with from 40 to 50 per cent relative humidity. With air movement the temperature values were higher. These same studies indicate that within the effective temperature scale there lies a zone of comfort. This zone of comfort is wide enough to take care of acclimatization individual variations of temperature comfort, and

PRINCIPAL AND PROGRAM

PRINCIPAL AND PROGRAM

The principal more than any other person is responsible for the successful functioning of the program of the school, whereby policies are made effective. The program is not a mere mechanism; it is rather a vitalized way of living for each child in the school. It is not blind coercion; it is rather a great humanizing means.

The principal's responsibility to the teachers and the school personnel calls for inspiring leadership and cordial sympathy. This demands that the principal shall ride with the advance guard in matters of training and study. One is in constant danger of being run down by the oncoming hosts of the "better prepared."—M. C. Lefler, Superintendent, Lincoln, Nebr.

reasonable variations in the clothing worn during the different seasons of the year. It lies between 63 and 71 deg. F., effective temperature, with a majority of the individuals, normally clothed and at rest, preferring an effective temperature of 66 deg. F. in mild weather.

Desirability of Variation

The inference may be drawn from the above experimental work and practical experiences that certain optima conditions exist for people under different circumstances. It is doubtful in my mind, and others share this opinion, whether we should attempt to maintain a single optimum condition. May it not be that each individual reacts best to be the convention of the May it not be that each individual reacts best to his own optimum condition, depending upon his physical abilities, the condition of his skin, the amount of clothing worn, nature of work he is performing, and no doubt many other factors, and that this optimum condition changes slightly from day to day? Certain conditions which seemed very satisfactory on one occasion, do not have the same effect on another. It has also been observed that a constant condition, no matter how desirable it may seem at first becomes monotonous. Therefore, seem at first, becomes monotonous. Therefore, where groups of individuals are gathered together in an enclosed space a fluctuating temperature within a certain zone may best meet the demands of the majority. It remains to be determined whether these changes in temperature, humidity and air movement should be introduced slowly or rapidly; whether this zone should be broad or confined to a rather narrow range of temperature; and similar determinations. It may be that an intermittent sweep of air will answer this purpose. Experiments along these lines are now in progress at Pittsburgh. With this information available the laboratory has gone as far as is practicable to do so. The results obtained must then be applied to large groups of individuals under varying circumstances.

stances.

The solution of these problems lies in the close cooperation of the professions responsible for the progress in this direction. Tribute should be paid to the engineering profession which has made it possible to produce and maintain any combination of these three physical factors of the atmosphere. With a standard established, we can look to the engineers to provide desirable atmospheric conditions in rooms occupied by human beings, an attainment that will most nearly reach perfection in ventilation as it is now conceived.

Where Will the Money Come From?

That much needed equipment ought to go into next year's budget. Where to get the money, though? It's the same problem every year.

Why not solve the problem *now*, once and for all?

The money that you spend for repairs and replacements, due to rust, should be going into permanent improvements.

Install

COPPER roofing materials

BRASS pipe plumbing

Solid BRONZE or BRASS hardware and lighting fixtures

These metals are proof against rust. They will banish your upkeep expenses from all future budgets.

COPPER & BRASS RESEARCH ASSOCIATION

25 Broadway - New York



(Concluded from Page 84)
Public Health Service, and the research laboratory of the American Society of Heating and Ventilating Engineers, at Pittsburgh, have demonstrated that the human body is affected more by the dry-bulb temperature, at the lower temperatures, and very little by the wet-bulb temperature, while at the higher temperatures the reverse is true. The two temperatures are of equal importance at about 67 deg. F., "effective temperature." The greatest factor of all is air motion, because the coolness resulting from evaporation and convection largely

depends upon the velocity of the air.

Better Measuring Instruments Needed
Unfortunately, no single instrument has been devised to determine the combined effects of evaporation, convection, and radiation on the human body tion, convection, and radiation on the human body. The ordinary mercury thermometer, as frequently demonstrated, is inadequate for this purpose as only that part of the body heat lost by radiation and convection is computed. A great part of the body heat, as we know, is eliminated by means of evaporation from the body surface. The katathermometer likewise fails to serve the purpose for which it was designed. Yaglou and others have indicated the defects and limited value of this instrument. instrument.

Therefore, until a more sensitive instrument is invented, it is necessary to measure the three physical factors of air in order to describe accurately by atmospheric condition. Knowing the values of these air factors, however, the studies at Pittsburgh have developed a thermal index of the atmosphere known as the effective temperature scale which indicates the comfort of a variety of atmospheric conditions. This index permits of a fairly wide range of variations among the three factors of the air whose united effect upon the physiological reac-Therefore, until a more sensitive instrument is range of variations among the three factors of the air whose united effect upon the physiological reactions of human beings remains constant. Several combinations of high temperatures and low humidities are equivalent both sensibly and physiologically to other combinations of comparatively lower temperatures and high humidities. The heat loss from the human body remains constant even though the temperature of the air is increased. For instance, assuming a temperature of 75 deg. F., on a dry-hulh thermometer and 25 per cent relative on a dry-bulb thermometer and 25 per cent relative humidity with still air, it was found by actual experiment, using subjects stripped to the waist, that this condition appeared to be equivalent to a drybulb temperature of 66 deg. F. with 80 per cent relative humidity. Now if the latter dry-bulb

temperature is increased to 79 deg. F. the same equivalent condition will exist by air motion 500 feet per minute.

Conditions Affecting Comfort

Different investigations have shown that certain combinations of these physical properties of the air are conducive to health and comfort. It was found by the New York State Commission on Ventilation, that so far as the scheduleron is concerned. lation, that so far as the schoolroom is concerned. air which has a temperature of 66-68 deg. F. with an moderate relative humidity and a moderate, but not excessive degree of air movement is good air. Again, records made available by the Committee on the Atmosphere of Man of the National Research Council suggest that the best work was done by Council suggest that the best work was done by men in certain plants in a temperature averaging about 71 or 72 deg. F. and a relative humidity of 40 to 50 per cent; while the best work by the women was done at a temperature 7 to 8 degrees higher and at a correspondingly lower relative humidity. The experimental studies at Pittsburgh show that by far the most comfortable conditions, that were considered ideal for subjects doing work that were considered ideal for subjects doing work at a given rate of 90,000 foot pounds per hour with intermittent rest periods, were in a still air condition of about 70 deg. F. with from 40 to 50 per cent relative humidity. With air movement the temperature values were higher. These same studies indicate that within the effective temperature scale there lies a zone of comfort. This zone of comfort is wide enough to take care of acclimatization, individual variations of temperature comfort, and individual variations of temperature comfort, and

PRINCIPAL AND PROGRAM

PRINCIPAL AND PROGRAM

The principal more than any other person is responsible for the successful functioning of the program of the school, whereby policies are made effective. The program is not a mere mechanism; it is rather a vitalized way of living for each child in the school. It is not blind coercion; it is rather a great humanizing means.

The principal's responsibility to the teachers and the school personnel calls for inspiring leadership and cordial sympathy. This demands that the principal shall ride with the advance guard in matters of training and study. One is in constant danger of being run down by the oncoming hosts of the "better prepared."—M. C. Lefler, Superintendent, Lincoln, Nebr.

.....

reasonable variations in the clothing worn during the different seasons of the year. It lies between 63 and 71 deg. F., effective temperature, with a majority of the individuals, normally clothed and at rest, preferring an effective temperature of 66 deg. F. in mild weather.

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THE BEATRICE SALARY SCHEDULE

—The board of education of Beatrice, Nebraska, has adopted a single salary schedule under which all teachers, with equal training and experience, are placed on the same basis regardless of the department in which they serve. The schedule provides increases for teachers who have not reached the maximum but does not reduce the salary of teachers who have not reached the schedule. The following is the ers ahead of the schedule. The following is the schedule adopted:

Yrs. of Experience	Salary Schedule Two-yr. Training	Four-yr. Training
		\$1,200
1	1.075	1.300
2		1.400
3		1.500
	The state of the s	1.600
4		
5 or more	1,400	1.700
6 or more		1,800

Under the rules adopted, it will be the policy of the board of education not to employ any teacher who has had less than two years of professional or college training beyond the high school. As a general policy, two years of actual teaching experience will be required. To be eligible for a position in will be required. To be engine for a position in the senior high school, an applicant must be a col-lege or university graduate. In selecting teachers for the junior high school, preference will be given applicants holding a college degree.

The schedule has been arranged to apply to all

The schedule has been arranged to apply to all teachers, regardless of the position to which they may be assigned in the system. Teachers will be classified according to their preparation as follows:

Four-year training—Those who are graduates of a four-year college, or the equivalent. Such teachers will be paid a minimum of \$1,200 and a maximum of \$1,800 per year.

Two-year training—Those who are graduates of a two-year normal school or teachers' college. Such teachers will be paid a minimum of \$1,000 and a maximum of \$1,400 per year.

Three-year training—Add \$75 to the two-year

Teachers who hold the A.M. degree will be given

\$100 over and above the four-year standard.

In determining the salary for teachers, credit will

be given for teaching in other schools as follows: For schools not accredited to the north-central association, \$25 a year; for schools accredited to the north-central association, \$75 a year for two-year training, and \$100 for four-year training. No teacher from the two-year group may enter at a salary of more than \$1.200, and no teacher from the four-year group at a salary of more than \$1.500 four-year group at a salary of more than \$1,500. Credit in the Beatrice schools will be given at the rate of \$75 a year for the two-year group, and \$100 a year for the four-year group.

Five days' salary is allowed during the year for

ersonal illness or serious illness the family.

THE KLAMATH FALLS SCHEDULE

—The school board of Klamath Falls, Oregon, has adopted a salary schedule which is to serve as a guide in determining the salaries of teachers. The salaries of principals and special teachers will be determined independently of the schedule. The schedule is as follows:

First year, \$130 per month, or \$1,300 per year; second year, \$135 per month, or \$1,350 per year; third year, \$140 per month, or \$1,400 per year; fourth year, \$140 per month, or \$1,400 per year; fifth year, \$150 per month, or \$1,500 per year; sixth year, \$155 per month, or \$1,500 per year; seventh year, \$160 per month, or \$1,600 per year. Under the schedule, the annual increases of teachers are contingent upon satisfactory work and compliance with the professional requirements outlined

pliance with the professional requirements outlined by the school board. The rank of each teacher in years of service is determined by the board at the time of employment. For this purpose, the major fraction of a school year may be considered as a school year.

In the employment of new teachers, credit will be In the employment of new teachers, credit will be given for a prior service as follows: Two years' experience in a school system employing ten or more teachers will be accepted in lieu of a year's service in Klamath Falls; four years' experience in a system employing less than ten teachers but more than one teacher will be accepted in place of one year's service in Klamath Falls.

No credit will be given for experience in a one-teacher school, or for experience prior to graduation from a normal school, except by special action of

from a normal school, except by special action of the board.

A new teacher may not enter the service at more than the third-vear's salary. A teacher who leaves the service will lose her rank in the schedule, and may only reenter on the basis of a new teacher.

A teacher who is absent because of personal illress, or death in the immediate family, will be entitled to half pay for the first five days, with full deduction of pay thereafter. This privilege will not be allowed more than once during any period of four weeks.

Substitute teachers will be paid at the rate of \$6.60 per day

Substitute teachers will be paid at the rate of \$6.60 per day.

THE SALARIES OF TEACHERS IN NEW YORK CITY

Salary increases aggregating more than \$14,000,000 annually, have been recommended to the New York board of estimate in a report submitted by Lincoln Cromwell, chairman of a committee of citizens appointed by Mayor Walker to study the demands of the teachers for higher pay.

Should the recommendation of the Mayor's committee be adopted the salary of W. J. O'Shea, superintendent of schools, would be advanced from \$20,000 to \$25,000 a year. The associate superintendents would receive an increase from \$8,250 to \$12,500; district superintendents from \$6,600 to \$10,000; examiners from \$7,700 to \$11,000; principals of the training schools for teachers from \$6,500 to \$10,000. Elementary and junior highschool principals, who now receive from \$3,750 to \$5,500, are recommended for a minimum of \$5,000 \$5,500, are recommended for a minimum of \$5,000 and a maximum of \$7,000.

Teachers in the lower elementary grades, up to and including the 6B, who now receive from \$1.500 to \$2,875 a year, depending on tenure of service, would be placed on a schedule of \$1,608 to \$3,144. would be placed on a schedule of \$1,608 to \$3,144. An additional increment of \$180 would be available to such teachers if, when they attained the \$3,144 level, they had taken professional courses equivalent to three years' training. This would give them a "supermaximum" of \$3,324 a year.

The next higher schedule is recommended for teachers of the junior high-school grades, teachers of specialized exhibits, such as abstractly and design.

of specialized subjects, such as shopwork and dress-making, and teachers in special schools. This schools. This making, and teachers in special schools. Imagroup now receives a minimum of \$1,900 a year and a maximum of \$3,250. The Mayor's committee recommends for them a minimum of \$2,040 and a "normal" maximum of \$3,600 after ten years of service. Teachers in this group who hold a backelor's degree would receive an additional increment \$240 in their twelfth war of coveries while those of \$240 in their twelfth year of service, while those holding a master's degree and passing certain tests to be devised by the board of examiners would get (Continued on Page 92)



The United States Rubber Co.

"Keeps eyes keen and strong" with CELESTIALITE

Selected for its scientific "NEXT TO DAYLIGHT" properties

Work cannot be done at its best without first—proper lighting. Executives of the U. S. Rubber Co. applied this knowledge in selecting a lighting glass for their New York offices. After the most severe tests Celestialite proved to be the best man-made substitute for natural daylight . . . an artificial illumination that actually rivals daylight in its eye-protecting principle of "light diffusion."

Celestialite means to the U. S. Rubber Co. precisely what it does to hundreds of other large organizations—keen, strong eyes—contented employees—maximum working efficiency.

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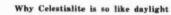
Celestialite's triple layers of

glass — one clear, one translucent white and one blue — corresponding in effect to the clear air, the white clouds and the blue sky—combine with the Mazda lamp to produce a light, soothing to the eye — pure white, powerful, and yet without glare.

The vital importance of protecting the eyes of growing school children against needless eye-

strain puts an added responsibility upon those who are charged with the equipping and managing of our schools. Safeguard youthful eyes with Celestialite.

-"the light you can look at without hurting your eyes"-





First, a layer of crystalclear transparency—for body and strength.

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INDESTRUCTETTE CHAIR for Teachers, Visitors, Cafeterias, or assembly halls. Not quite so strong, or as heavy, as the Indestructo below but stronger than chairs made of wood. With steel slats in back \$2.85; with quartered oak slats \$3.15.



Indestructo Teachers' Desks with 2 drawers @ \$13.00; with 4 drawers @ \$17.00; with 5 drawers @ \$19.50. Send for Illustrated Catalogue.



COLUMBIA INDESTRUCTO TEACHER'S CHAIR AT \$3.50



COLUMBIA INDESTRUCTO CHAIR DESK

Back slats adjustable; Height and tilt of top adjustable; Top Leveling Device.

Large—\$4.95; Medium—\$4.80; Small—\$4.65.

Dovetailed hardwood drawer \$1.50; Book Drawer with steel sides and bottom \$1.15; Swinging flush top ink well 15c.

The greatest announcement during this school generation. Send for catalogue and list of over two thousand users.



The 24 points of a perfect desk as decided by Prof. C. A. Anderson of Stanford University and his Committee of over a score of leading educators

are all possessed by the Columbia. (See July, 1924, issue of American School Board Journal. A reprint will be sent on request.)

All corners rounded. Seat saddled to fit body. Seat saddled to fit body. Seat of proper width. Seat tilted higher at front. Back tipped backward slightly. Back curved to fit body. Back adjustable in height. Back of solid quartered oak. Seat extends slightly under top. Desk height adjustable to child. Desk slant adjustable. 11 and 12 constitute a Tilting Top.

- INDESTRUCTO'S POINTS.

 13. Curved front feet give same strength and effect as separate support.

 14. Desks easily moved for sweeping.

 15. Noiseless, no hinges or awivels.

 16. Arm rest extended backward.

 17. Simplicity—Examine illustration.

 18. Durability—Indestructible steel.

 19. Finish, dull, lasting quality.

 20. Flush top inkwell, noiseless, remevable.

 21. Box or sliding drawer.

 22. May be used on either side.

 23. Pencil groove on top.

 14. Top leveling device.

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Playground Equipment that LASTS

Medart Playground Equipment is safe for the children to use - withstands use, abuse, wear and weather, and is the most economical to buy. It is built to last and to give safe, satisfactory service long after the children who now use it have children of their own.

To inform yourself of the many exclusive features and refinements of Medart Equipment, send for Playground Catalog, which illustrates and describes the entire Medart line.

Also Manufacturers of Steel Lockers -See Announcement on Page 109 This Issue



FRED MEDART MFG. COMPANY

3530 De Kalb Street

St. Louis, Mo.



(Continued from Page 88)

still another increment of \$252, making for them a "supermaximum" of \$4,092.

In the high schools the rank and file of the teachers now receive from \$1,900 to \$3,700 a year. The high schools the rank and the of the teachers now receive from \$1,900 to \$3,700 a year. The committee recommends \$2,148 to \$4,404 a year, the latter figure attainable in thirteen years. The possession of a master's degree would give such teachers an additional increment of \$252, or a "supermaximum" of \$4,572. The report recommends \$18,000 a year for the presidents of Hunter and City colleges, \$5,520 to \$9,600 for professors, \$5,520 to \$6,000 for associate professors, \$3,300 to \$4,800 for assistant professors, and \$2,280 to \$3,720 for instructors. The high-school departments of these colleges would be placed on the same level as the city school system.

Survey Shows Pay of Teachers is Higher Than That of Business People

An interesting chapter of the report on teachers' salaries submitted to the board of estimate of New York City by the mayor's committee is the section giving the results of a study of the relative earning

giving the results of a study of the relative earning power of teachers as compared with the possible earnings in other professions or occupations. Under the head "earnings in other occupations than teaching," the committee said: "The commit-

tee has carefully investigated the appeal, in a mone tary way, of occupations other than teaching. It tary way, of occupations other than teaching. It appears from the testimony that business makes a stronger appeal than teaching to many young people because of the general impression that it offers opportunity for individual initiative, with larger rewards. However, it does not develop from the testimony that the initial earnings in business are higher than the present initial salary of elementary teachers. mentary teachers.

mentary teachers.

"They are usually lower even for college graduates. While rewards for exceptional ability may develop more quickly in business than in the teaching profession, the element of risk in business must be considered, as compared with the relative security of the teacher's position."

The committee points out that in one of the large department stores in New York City employing a

department stores in New York City employing a number of college graduates the minimum salary of college women employed averages \$1,300 a year, which is \$200 lower than the present minimum salary for elementary teachers. However, this minimum does not hold for a year if unusual ability is shown. Such ability is rewarded in a few months and there are cases in which the salary has exceeded \$1,500 a year after the first twelve months. It is the opinion of the department store that the present maximum salary of teachers is more than that received, on the average, by college women in

Inquiry as to present salaries paid by one of the public-service companies revealed that the pay of college women in that company approximates the present elementary-school salaries in New York City. The maximum is decidedly higher.

A study of the earnings of women in the legal profession showed that the median for those admitted to the profession from 1900 to 1910 was \$2,000, and the average was \$2,720. For those admitted from 1910 to 1920 the median was \$2,000 and the average \$2,506. The median of all the incomes was \$2,000 and the average was \$2,171. The smallest income in the 1890-1900 class was \$1,600, and the largest from \$6,500 to \$7,500. The smallest income in the 1900-1910 class was \$600 and the largest \$5,000. The smallest incomes in the 1910-1920 class ranged from \$200 to \$600 and the largest \$5,000. 1920 class ranged from \$200 to \$600 and the larg-

It was found that the average yearly earnings of trained nurses were substantially larger than the annual salaries of many New York City women teachers. The highest compensation in 1926 in eleven hospitals was \$200 a month, plus full maintenance. This was for the assistant directress. Head nurses receive as high as \$125 a month and maintenance. Some of them, however, get \$80 and \$85 and maintenance. It was brought out that the nurse on private duty is out of employment for about four months of every year, which means that when she gets \$8 a day, she is on the average earning \$5.33 per day, which amounts to about \$1,945 a year. Very few nurses receive \$8 a day and the majority of them are on a \$7-per-day schedule. On a \$7-per-day basis and with four months off, they actually earn \$4.67 per day, or \$1,750 annually. It was found that the average yearly earnings of

ally.

EQUAL PAY NOT EQUAL JUSTICE
The slogan "Equal Pay for Equal Work" is regarded as catchy and misleading by Principal Leonard H. Campbell, of the commercial high school of Providence, R. I. "This slogan has hypnotized many who are otherwise clear thinkers, laymen, school-board members, and educational directors," says Mr. Campbell, "but this is no reason why Providence or the state of Rhode Island shall fall

for a fallacy and vote equal dollars to men and women teachers."

Mr. Campbell believes in "equal economic pay,"

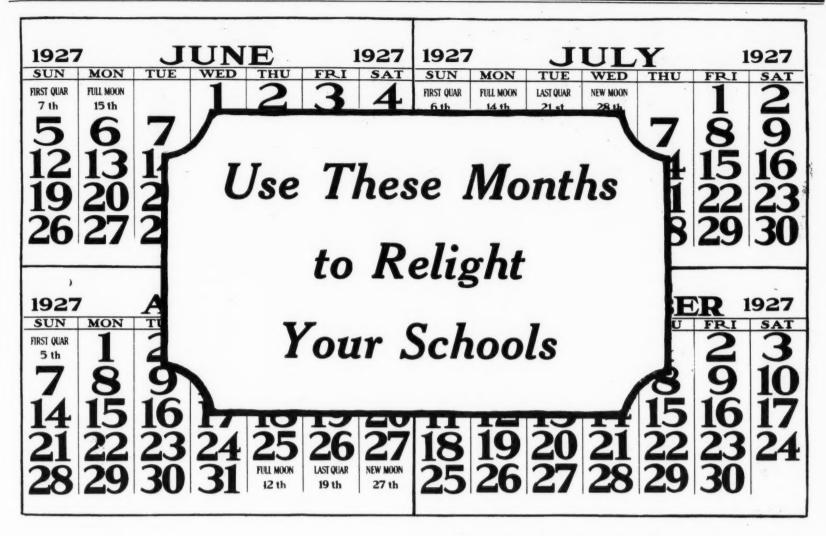
namely, that pay which will enable men and women teachers alike to live on the same economic level. He continues: "Any wage scale is an attempt to grant some standard of living in return for service rendered. Dollars are crude measuring rods, but not true ones in this case. On this basis women teachers are already living on a higher economic plane than men teachers. They are free and most of them are able to travel in summer, study at universities, or stay at the seashore or the mountains. Men teachers, however, are hunting up jobs to maintain their families. Men are doing everything from private tutoring and summer-school work to laborprivate tutoring and summer-school work to laboring at trades involving hard physical labor to piece out insufficient incomes. In addition many are teaching in evening schools. Most of the high school teachers of Providence are women. One hundred and twelve are serving, side by side, with 43 men who get the same salaries, yet in most cases have family responsibilities. The remainder are probably looking forward to family life.

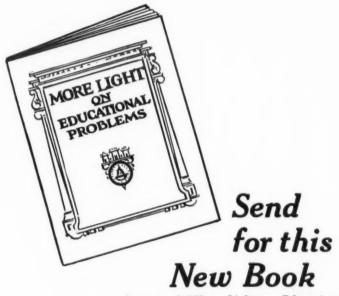
"What about the teacher's wife? Is no one to speak of her? She should have equally good clothes and comforts, equally good opportunities for recreation and self-improvement. The teacher's children should have education equal to the father's and also the mother's (for she is often a college-

and also the mother's (for she is often a college-bred woman). This, by the way, is becoming as serious a problem in these days of high tuition fees at college combined with high living expenses. "But let us get down to some other cold facts which are fundamental yet overlooked. The single

which are fundamental yet overlooked. The single woman provides for her own old age; man provides for his old age and that of his wife. The single woman provides for her own possible illness and helplessness; man provides for illness of himself, his wife, and children. Woman may have to provide for her dependent relations; man may have to provide for his dependent relatives, his wife's dependent relatives, his wife's dependent relatives, his wife's dependent relatives, his wife, and his children. This is no fanciful picture, either. Cases abound where men are providing for their own immediate family, and assisting dependents on their side, or their wife's side, or on both sides.

"To sum up—woman may provide for one group of dependents; man, normally, always one group, or even two additional groups. Perhaps, even, one group against three. It is true as the women state (Concluded on Page 94)





A copy of "More Light on Educational Problems," just off the press, sent you free if you write us. Not just an advertisement but a non-technical treatise on modern lighting practice. OLD schools should be relighted. Lighting even five years old is often out of date because of newer lighting developments and improved standards of lighting now recognized as absolutely necessary.

It is now known that good artificial lighting for schools is almost as important as good day lighting.

United States Weather Bureau statistics show there are only 110 really clear days in the latitude of New York City. Adequate artificial lighting must be available when daylight fails.

Many of the 25% of American school children who now suffer from defective vision, due to improper lighting, can be saved this handicap in life.

Considerable money can be saved your taxpayers by eliminating all poor school lighting which retards the scholar's progress and makes necessary that extra term or year for the pupil to complete his course.

Write to Holophane for free engineering survey of your present condition and report on how to improve them. There is no obligation.

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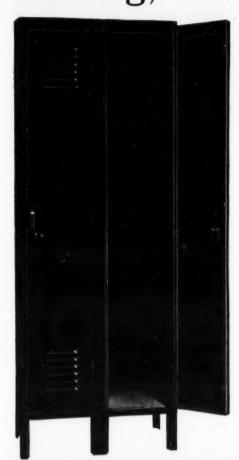
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The million and more of Berloy Steel Lockers in use throughout the country is the best evidence of their efficiency in solving school locker problems.

As further proof of Berloy preference, a large number of the schools of recent erection are being Berloy equipped. Among these are the two illustrated at the right. A complete list would include some of the most representative schools in the country.

Berloy engineers will offer valuable suggestions in planning the most efficient locker installation for your school. Write our nearest office.

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PASCO HIGH SCHOOL KANSAS CITY, MO.



BROADWAY JUNIOR HIGH SCHOOL TOLEDO, OHIO.

(Concluded from Page 92)

that good children are a comfort in old age, but that good children are a comfort in old age, but men teachers are not disposed to look upon them as supports or as a form of endowment insurance. Each generation should carry itself and not lean upon the preceding, unless misfortunes befall that cannot be anticipated and safeguarded against. There will always be distress and trouble, of course, as long as the world endures. But intelligent men endeavor to be foresighted and prudent and provide for their own old age and that of their wives."

NEW TEACHERS' SCALE FOR CROOKSTON

NEW TEACHERS' SCALE FOR CROOKSTON

—The school board of Crookston, Minn., has adopted a salary schedule for grade and high-school teachers, together with rules governing the operation of the schedule.

Under the schedule, grade teachers win be paid \$110 the first year, \$115 the second year, \$120 the third year, \$125 the fourth year, \$130 the fifth year, and \$135 the sixth year. Six-room ward principalships will draw \$5 extra and the smaller ward principalships \$2 extra.

In the high school, women assistants will be paid \$135 the first year, \$145 the second year, \$155 the third year, and \$160 the fourth year.

Men high-school assistants, women supervisors, and women high-school assistants, with extracurricular activities, will receive \$140 the first year, \$150 the second year, \$160 the third year, and \$165 the fourth year.

\$150 the second year, \$160 the third year, and \$10.0 the fourth year.

Men high-school assistants, with extracurricular activities, and men supervisors, will receive \$160 the first year, \$175 the second year, \$190 the third year, and \$200 the fourth year.

Under the rules governing the schedule, the minimum qualifications for grade teachers are graduation from a two-year course of a teacher-training school. Experience is a prerequisite only in the case of home teachers who must have had at least two school. Experience is a prerequisite only in the case of home teachers who must have had at least two years of successful teaching in a system employing four or more teachers. The qualifications for high-school teachers are graduation from a four-year course leading to a bachelor's degree from a recognized college. Experience is a prerequisite only in the case of home teachers who must have had at least two years of successful teaching in a school least two years of successful teaching in a school of no lower rank than a Minnesota high-school

department.
Under the rules, teachers must attend at least one summer session every three years. Failure to comply with the rule sets the monthly salary back

one step in the schedule. Increases given to teachers

who do not meet the requirement are conditional.

The recognition of summer-school work is based on the following conditions:

1. The institution attended must have a recog-

nized standing.

The courses pursued must be related to the department in which the teacher is employed.

3. Satisfactory evidence of attendance and of the completion of the courses must be given the

the completion of the courses must be given the superintendent.

At the discretion of the board, superior merit in instruction or in the conduct of extracurricular activities is rewarded with more liberal increases than those provided in the schedule.

The schedule does not apply to the junior and senior high-school principals, nor to the teachers of the special classes, nor the normal-training department. partment.

-Dr. Joseph E. Avent, of the University of Tennessee, Knoxville, is offering a prize of \$1,000 to the person (teacher, student, or educational worker) who will compile the largest list of excellence and errors in teaching and the managing of schools on the part of teachers.

In connection with such a contest, it will be possible for teachers to except in just what are expenses.

sible for teachers to ascertain just what are errors and what are excellencies in teaching and in managing schools.

SALARIES AT BENNINGTON, VT.

—The school board of Bennington, Vt., has adopted new regulations governing the salaries of classroom teachers, principals, and teachers of special subjects in the elementary grades and junior high school. Under the schedule, the present salaries continue to be basic, but in cases where it seems desirable, further increases will be given teachers who have reached the maximum.

It is provided that for the year 1926-1927 an increase of \$75 will be given to teachers who have attended an approved summer-school course within three years of the date of appointment, provided they present proper certificates giving evidence of having received credit equivalent to four semester hours.

For the year 1927-1928, an increase of \$75 will be given to teachers not eligible under the above section, but who became eligible by pursuing the proper summer course in 1926; an additional increase of \$75 will be given to teachers whose last approved summer-school credit was earned within three years of the date of reappointment in 1927-

Under the rules, not more than \$150 in increases may be given any teacher, and not more than \$75 in any one year. Teachers may take advantage of the increases at any time and may continue to enjoy them as long as the last approved summer-school credit has been earned within three years of the

date of reappointment.
Since July 1, 1926, the so-called four-weeks' courses have been eliminated from consideration for salary increases. In case a teacher has obtained no summer-school credits within six years, it will be deemed sufficient cause for rendering her ineligible for reappointment.

The salary of any teacher may be reduced \$75 in any year where a period of four years has elapsed since receiving her last summer-school credit. The total increases given under the rules may be deducted from the teacher's salary where a period of five years has elapsed since the last summer-school credit. It is provided in the rules that the reductions in salary shell not be in excess of the invesces. tions in salary shall not be in excess of the increases previously given.

previously given.

THE COST OF PLACING TEACHERS IN CALIFORNIA

Teacher placement in California for the 4,265 teachers who availed themselves of this service during 1925 cost approximately \$90,912, according to a study made by Mr. L. P. Farris, of Oakland, and published by the U. S. Bureau of Education.

The study shows that the average cost for each teacher placed is \$21.31. Thirty teacher-placing agencies are maintained in the state, eighteen of which are maintained by educational institutions for the benefit of graduates and students, and twelve by

benefit of graduates and students, and twelve by commercial concerns. The California Teachers' Association maintains two offices for a like purpose. It is also shown that 3,000 more teachers were

It is also shown that 3,000 more teachers were registered for placement in 1925 than during the preceding year. For placement through commercial agencies the approximate average cost to teachers was \$58; through the state teachers' association, approximately \$29, and through educational institutions, only \$3. The figures indicate the expense borne by educational institutions in order to render this service.

—Rhinelander, Wis. The school board has adopted a salary schedule which will be effective for the coming year. The salaries are based on a schedule which gives a majority of the teachers an increase of \$50 for the coming year.

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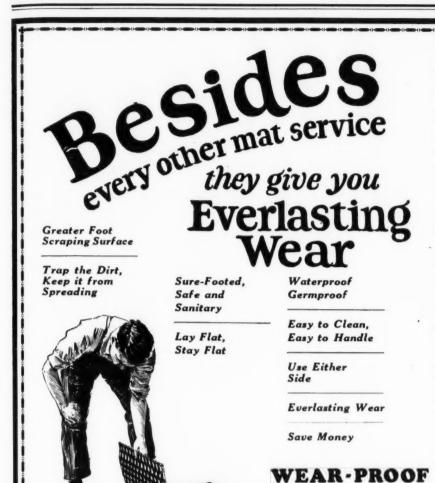
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TEACHER INCAPACITY THROUGH ILLNESS

"A comparison of the average number of days absence for the school year of teachers, industrial and civil-service workers, with the annual average of the latter groups reduced to two thirds so as to be put on an equal basis with the school year, shows 1.5 days for men teachers as compared with 3.39 for men workers in the other occupations, and 3.49 days for women teachers as compared with 8.40 for

women in the other industries."

This statement is made by Dr. James Frederick Rogers, chief of the medical division of the United States bureau of education, and followed by the

States bureau of education, and followed by the following discussion:

"According to the statistics of the Denver public schools for 1922-23, the annual sick leave averaged 3.5 days per teacher. In Springfield, Mass., the foregoing school year, the average was 2.14 days for all employed—0.98 days for men and 2.33 for women. In the Cleveland schools the average number of days of illness per year per teacher for the period 1917-1922 was 4.79—the men being absent 2.20 days and the women 5.03. In 1922-23 the average absence for all teachers was 4.89; for men 2 days and for women 5.25 days. In the schools of Gary, Ind., the average number of days' absence for all teachers on account of sickness was 3.52 in 1923-24 and 3.9 days in 1924-25.

"Dublin, in his study of the New York City teach-

1923-24 and 3.9 days in 1924-25.

"Dublin, in his study of the New York City teachers in 1914-15, found that the absence from disability for a period of not less than 3 days averaged 2.88 days. The average for men was 1.34 days and for women 3.11 days per teacher. Among the 65.000 teachers in the schools of Victoria, Australia, the amount of absence for 2 days and under in 1921 was about one fourth of the total of absence for more than 2 days, and the same holds true of the Gary teachers. Applying these rates to the New

York teachers, the total average number of days' absence was about 3.84 per teacher; for men 1.79

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and for women 4.15 days.

"There are also accessible some statistics tabulated in that service of absenteeism on account of disability among the 2,030 men and 492 women employed by a public-utility company in a New England city. The men were engaged both in indoor and outdoor occupations, and the women were all employed in office work, and hence afford a favorable group for comparison with teachers. The average group for comparison with teachers. The average number of days' absence on account of sickness in 1923 for each male employee was 5.86 and for females 13.61. This company makes a very generous allowance for absence on account of disability, as its employes do not lose their wages up to the additional or the fifteenth week.

end of the fifteenth week.

"In the post office of the City of New York during the fiscal year ending June 30, 1925, the 535 women employed were absent from duty on account. women employed were absent from duty on account of sickness an average of 28 days each. The average age of the women is approximately 35 years. The amount of disability among women in the post offices of some of the other large cities is not so great, but the number employed in these offices was too small to make the statistics of value."

THE ANN ARBOR LEAVE-OF-ABSENCE PLAN

The school board of Ann Arbor, Michigan, has adopted new regulations governing teachers' absence the property of th

The school board of Ann Arbor, Michigan, has adopted new regulations governing teachers' absences for illness, study, or travel. In adopting these regulations, the board is not promoting any benevolences but is supporting what it considers a business proposition intended to provide better teachers, stimulate greater professional growth on the part of the teachers, and offer a longer tenure of service. of service.

The Plan for Sick Leave
Under the rules, ten days of each year will be allowed each full-time member of the teaching, administrative, supervisory, and library corps for the following purposes:

1. Personal illness rendering the person unfit for corying.

Quarantine of member.

Critical illness in the immediate family.

Death in the immediate family of the mem-

At the end of each year the unused portion of the ten days will become accumulative and may be used at a subsequent time when there is a need. The

accumulation may not exceed 95 days built up in this manner.

Plan for Sabbatical Leave

A leave of absence will be given to any member of the teaching, administrative, supervisory, and library corps for study or travel after seven years or more of consecutive service in the schools. For each subsequent seven-year period of service, the leave of absence may be used for study, travel, or restoration of health.

The leave of absence way pormally contents.

The leave of absence may normally extend over a The leave of absence may normally extend over a one-year period, but by mutual agreement of the applicant and the superintendent may cover only a half-year period. For a leave of one year, one-half of the regular salary will be paid. For a leave of a half year, full salary will be paid. Salary computations will be based upon the regular salary for the year during which the leave of absence is given.

Regular annual salary increments will be given for the time of leave, the same as for regular service in the schools. Time will count as regular service toward retirement and full contribution to the retirement salary fund will continue during the period of the leave.

The rules require that the applicant to whom the leave is granted must agree to teach in the schools for a period of three consecutive years following the leave. If a teacher fails to serve the full three-year period, he or she must return to the board a

portion of the salary paid during the leave.

If a teacher engages in remunerative service during the period of the leave, he must pay to the board of education all money received excluding the

salary paid during the leave.

A teacher or employee who has been given a leave of absence, has the right to be assigned to the same position upon return to the schools.

Applications for leave of absence must be made upon a prescribed form furnished by the superintendent of schools. The applicant must agree to abide by all the conditions laid down by the board to govern such leave of absence.

It is provided that not more than three per cent of the teaching, administrative, supervisory, and library corps may be given a leave in any one year. Where a larger number apply for leave, preference must be given to those longest in the service.

Applications for leave of absence must be made in writing to the superintendent on April 1 and



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November 15 preceding the semester when the leave is to begin.

CLEVELAND-816 Huron Road.

Where leaves of absence are allowed, due care

The board of education has made no requirements for reports from persons who have availed them-selves of the sabbatical leave, and there is no requirement for an audit or evaluation of the returns which the schools will receive.

which the schools will receive.

ABSENCE OR NONATTENDANCE—
WHICH?

In compliance with the new by-laws adopted by the New York City board of education, the rules affecting the absence or nonattendance of teachers upon their regular duties have been modified. Frederick D. Chambers, the auditor, has issued the following instructions to principals wherein it is upon their regular duties have been modified. Frederick D. Chambers, the auditor, has issued the following instructions to principals wherein it is made clear that the following absences are not regarded as absences from duty, but nonattendance and that such nonattendance should be indicated on the monthly payroll forms opposite the name of the teacher, but no deduction should be made from the teacher's salary:

(a) "Absence for the purpose of visiting other schools or school activities."

An application to visit schools approved by the principal and the district superintendent, or associate superintendent or director and signed by the principal of the school visited must be submitted.

(b) "Absence caused by attendance at the funeral of an associate."

Permission signed by the district superintendent or the associate superintendent must be submitted.

(c) "Absence on account of the requirements of the board of education or of a committee thereof, of the superintendent of schools or the board of superintendents or of the board of examiners."

Certificate signed by principal and the person visited must be submitted.

(d) "Absence on account of attendance at court on business of the board of education, or under subpoena as a witness in a case in which the teacher is not interested."

Subpoena or other evidence showing the nature of the case must be submitted.

as a witness in a case in which the teacher is not interested."

Subpoena or other evidence showing the nature of the case must be submitted.

(e) "Absence with permission in accordance with subdivision 14 of section 42." (Appearance before any body for the purpose of advocating or opposing legislation.)

Letter signed by the president of the board of education and the superintendent of schools or a copy of such letter must be submitted.

(f) "Absence on account of military or naval duty in accordance with the requirements of the laws of the state of New York or of the federal government."

Notice to report and certificate of performance of military duty, signed by the commanding officer, must be submitted.

must be given to the reasonable and equitable dis-tribution of the applicants among the different schools and departments of the school system.

(g) "Lateness or absence for less than one-half day on account of extraordinary delay in transportation." Certificate signed by the district superintendent or associate superintendent indicating that the lateness or absence has been excused must be submitted. (h) "Absence on account of compliance with quarantine regulations of a public health officer or of the department of health."

Notice from the department of health that the person's home had been quarantined must be attached to the payroll and a second notice indicating that the quarantine has been lifted must be attached to that or a subsequent payroll.

(1) "Absence of not more than three days due to death in the immediate family. In case of death on Monday or Tuesday absence on the day of death will also be excused."

"Immediate family" will include a parent, child, brother, sister, grandparent, grandchild, husband, wite or any relative residing in the personal household. The relationship of the deceased and the date of death must be shown on the certificate submitted.

Day of Death—For absence on the following school days no deduction will be made: Sunday—Monday, Tuesday and Friday. Monday—Monday Tuesday. Wednesday and Thursday and Friday. Thursday—Thursday and Friday. Friday—Friday and Monday. Saturday—Monday and Tuesday.

TEACHERS AND ADMINISTRATION

—Monday and Tuesday.

TEACHERS AND ADMINISTRATION

—The New York City board of education has broadened the basis for charges against teachers. Instead of the present rules, the new embody the following: (a) Unauthorized absence from duty; (b) neglect of duty; (c) conduct unbecoming his position, or conduct prejudicial to the good order, efficiency or discipline of the service; (d) incompetent or inefficient service; (e) violation of the bylaws, rules or regulations of the board of education; or (f) any substantial cause that renders the member unfit properly to perform his obligations to the ber unfit properly to perform his obligations to the

—When Mrs. Bella H. Clifford, a teacher, was dismissed from the Lynn, Mass., school system, she submitted a list of twelve questions to Supt. Harvey S. Gruver, asking for specifications as to dates, times, and incidents of neglect of duty, incompentency, and conduct unbecoming a teacher. The school committee replied to three of the questions. First, that the committee proposed to dismiss her because it was dissatisfied with her work; second, because of conduct unbecoming a teacher; third, for the good of the service. third, for the good of the service.

-The teachers of Portsmouth, Ohio, have preented a petition to the board of education asking for higher salaries in which the statement is made that: "Nowadays it is an accepted and well-established principle that the teacher of the 6-year-old holds as vital a place as that of the teacher in high school or even college. More training in teaching technic is required of the primary teacher than is possessed by many college professors of high standing. The state of Ohio has specified certain courses

or an A.B. degree as a background of this pedagogical training in "technic." The teacher must know what' as well as 'how' to teach."

—Cleveland, Ohio. Financial aid varying in amounts from \$100 to \$900 was extended during the past year to Cleveland teachers, who through illness or accident, were deprived of earning capacity temporarily or permanently.

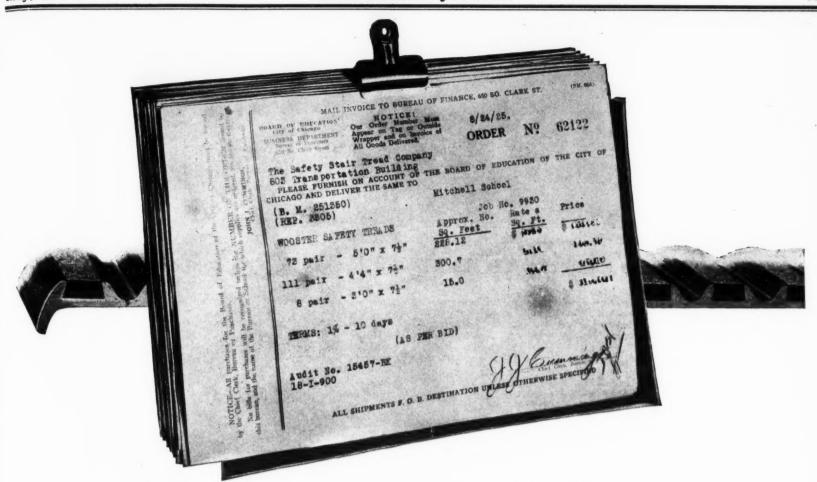
The assistance was made possible through the "emergency loan fund" whose resources are annually increased by free-will offerings. In the last annual contribution of April, 1926, every school in the city was represented in a total donation of \$3,819, which was an increase of \$890 over the previous year. A total of nine teachers were aided through this fund during the past year.

—Four hundred elementary-school teachers in San Jeaguin county. California, two hundred of

—Four hundred elementary-school teachers in San Joaquin county, California, two hundred of them in Stockton, are compelled to wait until July 1, for salary shortages to be made up. The shortages total about \$70,000 and are attributed to improper estimating in connection with the 1926-27 budget. The situation may be met by increasing the salaries at the beginning of the new fiscal year in July.

—Milwaukee, Wis. The administrative department has begun a study of the question of substitute and initial salaries paid to college graduates teaching in junior high schools. The basis of the present salary to candidates holding degrees, in elementary schools is \$1.400, and in senior, high mentary schools, is \$1,400, and in senior high schools, it is \$1,600. The substitute pay for the former is \$5 per day, and for the latter \$6 per day.

It is proposed to raise the substitutes' pay for junior-high-school temporary teachers. It was brought out that the possible goal of \$1,600 and \$6 per day paid to senior-high-school teachers during the temporary period, enables the candidates to serve on a temporary basis for a longer time than would be possible for junior-high-school teachers who receive \$1.400 and \$5 per day.



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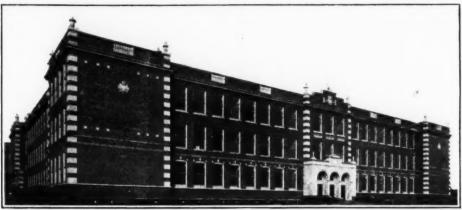
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APPOINTIVE SYSTEM FOR STATE SCHOOL **OFFICIALS**

The appointment of the state school superintendent by a state board of education rather than by popular election is recommended by the United States bureau of education. In a statement recently issued the following arguments are presented:

It issued the following arguments are presented:

The state departments of education have, as a rule developed more or less independently, paralleling the several state boards of education, with functions centered in the administration of the elementary and secondary schools of the state. The executive head of this board—the state superintendent of public instruction or commissioner of education—was formerly a political official in nearly all

Greater efficiency in school administration now demands a change. The superintendent or commissioner is beginning to be recognized as the chief educational officer in the state, whose task it is to organize and direct the educational forces within the state. The office requires the largest ability. It is indeed hard to conceive of a more important office or a more difficult position to fill well. At all times it calls for tact, initiative and executive ability.

ability.

Provision is made for the office in two ways: (1) by constitution and (2) by statute. Thirty-three states provide for the office in their constitutions, by giving instructions therein for the legislatures to create and sustain it. Among these states the constitutional mandate for the establishment and maintenance of the office vary in some detail, but in general they are very similar. The remaining fifteen states, on the other hand, do not mention the office in their constitutions; these have statutory provision for it.

Selection is Fayored

Selection is Favored

The chief state school officer should be selected by the state board of education from the country at large because of professional preparation and administrative ability, and if possible because of success in other positions requiring similar ability and involving similar duties. Many able and efficient chief school officers have come into office by popular election or by gubernatorial appointment. Both methods have some advantages, but neither is as sure and reliable as appointment by a nonpartisan board. No other method of selection is rational, if this office is to be responsible to the board. The this office is to be responsible to the board. The term of office should have no reference to the change

of officers connected with the partisan government of the state. It should be indefinite or for a period of years, long enough to make possible the consist-ent development of administrative policies.

If the chief state school officer is selected by popular vote, the office may become a political one, subject to the fluctuations of party and factional polities. The term is short, two to four years, reelection is uncertain, and the lack of continuity in the service is a handicap to the officer, however capable. The term and salary are fixed by law and cannot be adjusted to fit the person desired. The field from which to choose is limited to the state, and the qualifications are sometimes limited as to age and citizenship. Under the appointive method the chief state school officer may be selected as are the presidents of universities, city superintendents, and other important school officials, from the country at large. If the chief state school officer is selected by country at large.

Responsibility of Officer

With the state organized for education on this basis, the position of chief school officer stands first in responsibility and in opportunity to render executive service. As executive official, he administers the various divisions of the state department ters the various divisions of the state department of education and also represents the state board as its professional representative with the higher educational institutions of the state. The State department of education should be comprehensively planned on lines of approved business principles. If the state is to get full returns on its educational investment, the methods, means, and ways outlined must be of the most approved known to experts in school administration. There should be ample provision made for as many subdivisions be ample provision made for as many subdivisions of the department as may be necessary to administer the office to the best interest of the public.

There is general agreement by authorities on school administration, confirmed by practice in several progressive states, that this important officer should be assigned at least the following powers and duties:

1. The chief state school officer, the executive official of the state board of education and executive head of the state department of education, should enforce rules and regulations made in conformity to law by the state board for schools over which it has legal jurisdiction.

2. Supervision of all the different divisions of the state department of education responsible to

the state board for the proper administration of the duties of each such division.

the duties of each such division.

3. In cooperation with the heads of the state's institutions for training teachers, and in conformity with law, he should prescribe courses of study for these training schools, standards for certification of teachers, and methods for the validation of teachers' credentials from other states.

4. As the professional representative of the state board of education, he cooperates with the presidents and faculties of the higher educational institutions of the state.

institutions of the state.

ASSOCIATION ELECTIONS

—Supt. H. C. Lyon of Ballinger, was elected president of the mid-Texas division of the Texas Teachers' Association.

—W. E. Buck of Virginia, superintendent of Cass county, has been elected president of the Southcentral division of the Illinois Teachers' Association.

county, has been elected president of the Southcentral division of the Illinois Teachers' Association.
Other officers for the coming year are: Vice president, Mrs. Cora Ryman, Decatur, superintendent of
Macon county schools; secretary, Miss Julia Broadman, Beardstown; treasurer, G. W. Solomon, Carlinville, reelected; executive committee, H. J. Blue,
superintendent of schools, Carlinville; Miss Laura
Tice, Mt. Sterling, and C. A. Stevens, principal of
Lincoln school, Springfield.
—Mr. C. A. Waller of West Frankfort, was
elected president of the Southern Illinois Teachers'
Association. Other officers are: Frank Conrad,
Marion, first vice president; John Creek, Herrin,
second vice president; Mrs Kate Hartline, Cairo,
recording secretary; Miss Madge Moore, Benton,
corresponding secretary; L. L. Evers, Metropolis,
financial secretary; M. L. Hunt, McLeansboro,
treasurer. The members of the executive committee
were reelected. They are: W. T. Felts, Carbondale,
chairman; Elmer B. Swofford and A. A. Moore,
superintendents of Franklin and Saline counties,
respectively.
—Charles A. Howard, state superintendent of

respectively.

—Charles A. Howard, state superintendent of Oregon, cautions school boards against the exploita-tion of school children by a publishing company, whose efforts have been in the direction of organizing the school children into a sales force. Mr. Howard said: "The state department of education does not undertake to regulate in detail the activities of local schools. I do not hesitate, however, to say that extreme care should be exercised to avoid the exploitation of school children for private purposes.

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FOR Rigid STRENGTH

Each Vertical CORNER has



STEEL LOCKERS

a DOUBLE THICKNESS of Steel



At the front of a Lyon Steel Locker, the side units are bolted to the electrically welded angle steel frame. At the back, the side units are flanged and bolted to the back, which itself is flanged, giving a double thickness of steel the entire height of the locker.

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The hinges, the door, the lock and the finish of a Lyon Steel Locker are on a par with its body construction, insuring a long life of usefulness and good appearance under even the careless handling of thoughtless school boys.

So satisfactory are installations of Lyon Steel Lockers that rarely is one installation in a city not followed by others as fast as new school buildings are erected, or old ones re-equipped.

Lyon Engineers have had a nation wide experience in helping schoolboards and their architects plan their locker installations. Without cost to you, they will gladly help you. Write us about your plans and your locker requirements.



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LYON METALLIC MANUFACTURING COMPANY, AURORA, ILLINOIS.

The Annual Meeting of the Michigan Association of Superintendents and School-Board Members

H. C. Daley, Highland Park, Mich.

The 54th annual meeting of the Michigan Association of Superintendents and School-Board Members was held at the Olds Hotel, Lansing, March 29 and 30. A joint session with the representative assembly of the Michigan State Teachers' Association was held March 30. After an address by Hon. Francis G. Blair, superintendent of public instruction of Illinois, and the conclusion of the unfinished business of the assembly, Supt. M. W. Longman, president of the Association of Superintendents and School-Board Members, was called to the chair.

The following committees were named by President Longman.

dent Longman.
Nominations: Emmy Keller, board member,

Hastings;
L. W. Fast, superintendent, Mt. Clemens;
N. B. Alsover, board member, Charlotte.
Resolutions: L. A. Butler, superintendent, Grand

Resolutions: L. A. Butler, superintendent, Grand Rapids;
R. W. Cooper, board member, Lansing;
Geo. Ganiard, superintendent, Mt. Pleasant.
Supt. M. W. Longman, as has been his custom for the past four years, presented a report on "Tax Rates in 109 of the 116 Cities of Michigan having a Population of 2,000 or over at the Last Census."
The report showed for each city the total tax, the a Population of 2,000 or over at the Last Census." The report showed for each city the total tax, the school tax, the per cent of the total tax devoted to schools, and the rank of each city in each of these three particulars. The median total tax of the 109 cities was shown to be \$39.23 per \$1,000 of assessed valuation; the median school tax was \$14.92. The median per cent of the total tax devoted to schools was 39. There was a slight rise during the past three years in the medians of both devoted to schools was 39. There was a slight rise during the past three years in the medians of both the school and the total tax rates. The median per cent of the total tax devoted to schools was the same for each of the three years compared. The highest school tax was reported from Houghton at \$36.50; the lowest from Grosse Pointe, \$3.05 The highest total tax was reported from Durand, \$65.33, and the lowest total from Grosse Pointe, \$16.89. The total tax embraced summer and winter levies and included taxes for state, county, municipality, schools, roads, sinking funds, and municipality, schools, roads, sinking funds, and bond redemption.
Superintendent Longman urged that

Superintendent Longman urged that unwarranted conclusions should not be drawn from the data presented. "High tax rates," said he, "may not imply superior educational advantages. Statistics should be interpreted through common sense."
Supt. E. F. Down of Ferndale declared that he was opposed to the collection and publication of tax data in the form presented, because of well-known discrepancies in the per cent of real valuations represented by the assessed valuations, varying within his knowledge of from 40 per cent to 100 per cent of real value. He advised that a study be made rather of comparative per capita costs, and advocated a larger unit of support. He approved the movement in a southern state to apply the returns from a tax on cigarettes to the support of schools. Superintendent Ericson spoke apprethe returns from a tax on cigarettes to the support of schools. Superintendent Ericson spoke appreciatively of Mr. Longman's efforts in compiling tax data and expressed a desire to have the collection and report continued. After some further discussion a motion was carried to have a committee of three appointed to continue the study another year, incorporating such improvements as may be possible. The chairman appointed Superintendents Down of Ferndale, Drake of Kalamazoo, and Frostic of Wyandotte on this committee.

of Wyandotte on this committee.

The evening session was held about the banquet tables in the Wisteria room. President Longman's opening remarks contained a reference to the relatively small number of board members present. Representative Turner of Morley spoke briefly upon his bill before the legislature in which provision is made for the annual distribution of two million dollars among the poorer districts of the state.

Dean A. S. Whitney, School of Education,, University of Michigan, sketched briefly the progress made since he attended forty years ago a meeting of this same organization in the Senate Chamber. He said that he alone of those who attended that earlier meeting was present on this occasion.

His introduction of Prof. Arthur B. Moehlman of the University of Michigan was filled with heartfelt eulogy of that young professor. However, after

of the University of Michigan was filled with heart-felt eulogy of that young professor. However, after Mr. Moehlman caught his breath he deluged his hearers with a downpour of facts, figures, classifications, and sub-classifications in the discussion of "Some Points in Business Administration." He traced from early Massachusetts days the history of the present form of organization. He answered questions pertaining to the powers and duties of a school board and told how it should act in order to function effectively. He declared that school boards need to have a philosophy and that educational philosophy is mainly the outgrowth of po-

litical philosophy, that we are living in a democratic social organization, dynamic in character.

Professor Moehlman held that all school organization is merely a means of accomplishing an end and that just as every private or public act has three features, planning, executing, and appraising, so the powers of the school board and its officers may be separated into those pertaining to legismay be separated into those pertaining to legislative functions, powers of execution, and powers of appraisal. The board, under the leadership of its

of appraisal. The board, under the leadership of its superintendent, plans, expressing those plans in legislation by the board. The superintendent and his assistants execute. The board appraises.

Professor Longman urged it as a duty of the board to keep the public fully informed of its plans. "Growth in education," he said, "is almost impossible unless there is an appreciation and an understanding in the community."

The session closed with a few remarks by President Longman on the superior financial value of the results of a teacher's efforts as compared with those of skilled mechanics.

The Wednesday morning session was opened with

The Wednesday morning session was opened with a report by State Supt. Wilford L. Coffey on "Legislation." As showing something of the extent of the interests involved, Superintendent Coffee gave out the following figures, recently compiled in his devertment. partment:

partment:
Number of teachers...
Number of school officers (about)...
Number on census list...
Number in school: Public ...
Private ...
Parochial ...

961,934

lation under consideration in the state legislature, but laid particular emphasis upon the necessity for passing the new school code as compiled in his office. He assured those present that he could vouch for the fact that no "jokers" are hidden in the proposed code.

Professor C. M. Elliott, of the Michigan State Normal College, presented a thoughtful discussion of "State Aid in Special Education." He traced the influence of the Lancastrian movement, the aim of which seemed to be to take care of the largest number of children with the smallest number of teachers. He said that about sixty per cent of the children are well cared for under the resultant from children are well cared for under the resultant from that system but that children that deviate widely from the average group are not properly served. A serious social as well as educational problem results. He said that it resolves itself into a problem of taking care of exceptional children either now or later, and estimated that there are in the state of Michigan 2,000 children in need of special provisions because of defective vision. 5,000 because of defective hearing, and 12,000 crippled, enough in every city of 10,000 population to warrant a special class in each division.

Surveys, he said, show that only about 50 out of every 1,000 handicapped children that should be

provided for in special classes are now properly educated. He told of the difficulties of securing trained teachers and advocated additional compensation for special teachers, because of the experience, personal qualities, and preparation that should be required of tnem.

The address of Wallis Craig Smith, member of

the board of education of Saginaw, was felt by many to be the "cap sheaf" of the convention. His topic, "The Function of School Boards" was pretopic, "The Function of School Boards" was presented in a calm, clear-cut manner which carried conviction with it. The following extract from article I of the Saginaw rules was presented as the proper guide for the board's activities.

proper guide for the board's activities.

Article I—Functions

The board of education shall exercise all the powers, duties, responsibilities, and obligations given to it by law. The primary function of the board is the determination of general policies for, and the exercise of, general supervision of the public schools, but the detalled administration thereof shall be carried out by its officers and employees. It shall hold its chief administrative officer responsible for the efficient administration and supervision of the entire system. Individual members of the board shall exercise no executive authority except as provided for, or delegated to members of committees by these rules, or by specific action of the board.

He advocated that the superintendent be made in fact the head of the whole school system. He considered the new type of superintendent as capable of

sidered the new type of superintendent as capable of living up to that responsibility in spite of the skepticism of "the man on the street." Mr. Craig paid his respects to women members, classifying them into a number of types exactly equal to the number of women members he had known.

He said the trouble with many a woman member is that "she feels that she must do something. Un-

less that propensity is carefully watched, it is apt to prove to be more of a hindrance than a help." Mr. Smith opposed standing committees and related some absurd experiences in their practical opera-

The gist of his remarks on budget-making are embodied in the following extract from the Saginaw

rules:

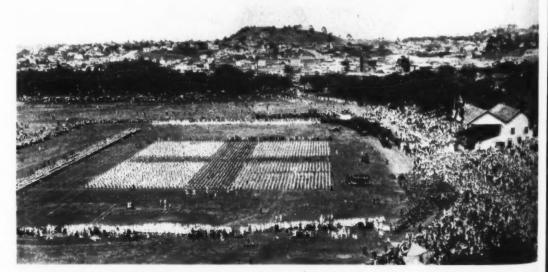
During the month of April in each year, the board shall adopt a budget showing the estimated cost of operating, maintaining, and financing public schools and libraries in the district for the ensuing fiscal year, the estimated credits applicable thereto and the amount necessary to be raised by taxes, and cause the same to be filed with the board of estimates as required by law.

Said budget shall be arranged in the general classes and items set up on what is known as Form 21 of the Michigan Standard School Accounting System and after its adoption by the board, no them thereof shall be exceeded nor shall any transfer from one item to another or any expenditure or transfer from the contingent or surplus fund be made except by specific action of the board at a regular or special meeting thereof.

Mr. Smith advocated monthly statements of the condition of all funds and a careful study by board

condition of all funds and a careful study by board members. "If this is done," he said, "the superinmembers. tendent cannot jump very far without board members knowing it, and he will not try to jump for he will feel a professional pride in accomplishing results." He said that he was astounded at the inability of perfectly good business men to get this

"Committee action is sometimes necessary," Mr. Smith declared. He is opposed to that kind of a committee system in which a routine is established and under which a board is prevented from consideration. and under which a board is prevented from consideration of and action upon matters that may be disposed of more quickly and satisfactorily by the board as a whole. Where there are differences with (Concluded on Page 104)



NEW ZEALAND SCHOOL CHILDREN IN A PUBLIC DEMONSTRATION.

The public schools of New Zealand are democratic institutions, but when royalty comes to town, the children turn out to welcome it just as American children do. The above illustration shows a small army of children and Auckland forming the St. George's flag in honor of the visit of the Duke and Duchess of York.—(Wide-World Photo)



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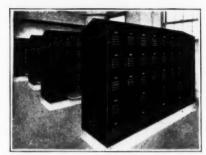
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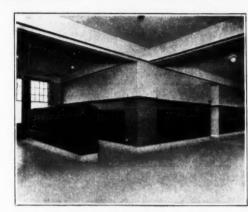
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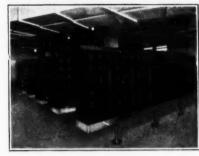
Ten Thousand Durabilt Steel Lockers in Portland's Finest Schools



Gym Lockers-New Grant High



Corridor Lockers-Washington High



Gym Lockers-Benson Tech.



New Grant High Schoo

ITHIN the past five years there have been installed in Portland, Oregon, Schools more than 10,000 Durabilt Steel Lockers, yet Portland is but one of the hundreds of important cities who have recognized the superiority of Durabilt Lockers.

Because of the exceptional value in Durabilt Steel Lockers, School Boards in such cities as Chicago, Baltimore, Detroit, San Francisco, Trenton, Philadelphia, St. Louis and others have equipped many of their largest and finest buildings with them.

Often buyers are greatly surprised when making a careful study of different types of lockers to learn how much difference there really is between the ordinary locker and one that is built by Locker Specialists.

Durabilt Engineers set out to build a locker of distinction—a Quality Product. That their ambitions were realized is proven by the tremendous demand that has sprung up from every section of the country for Durabilt Lockers.

Simplicity, convenience of operation, dependability of latch, lock and hinges, freedom from warp and sag. These and many other refinements lead inevitably to the conclusion that Durabilt Lockers are the greatest locker value on the market today.

Another of the many advantages of Durabilt Service is the fact that every order is manufactured to the exact requirements of each customer. Therefore they are not limited to stock sizes, but secure very prompt delivery on the type of lockers best suited to their individual needs.

These and other features together with quantity production enable us to offer Durabilt Steel Lockers at surprisingly low prices.

Send in your plans and specifications for a quotation; or, if you desire further information send for our new locker handbook; no obligation of course.



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Sunnyside School



Abernethy School

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"No better built than Dunabilt!"

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NEW TRANSFORMATION OF THE TRANSFORMATION OF

BRUSH New Life Into Your Roofs!



Brushing Sterling Plastic Veneer ONTO and INTO a roof is readily accomplished at a low labor cost. No expert roofer is necessary. Your own handyman can get first class results.

By the makers of



Plastic Veneer is a companion product of Sterlastic Caulking Compound-the elastic seal for window and door frames.

New life is literally brushed into roofs of paper, felt, tar and gravel, and similar make-up, by a simple brush coating of Sterling Plastic Veneer.

For Plastic Veneer contains solvents that soften up the old coatings and strike down through into the base sheets, carrying with them life giving oils and waterproof gums. Thus life, strength, and waterproofness are restored where they are most needed. At the same time a heavy protective coating is formed over the surface.

You can depend upon Sterling Plastic Veneer-for it is an old time tested material. It has long been the standard roof resurfacer and renewer for hosts of schools—as well as industrial organizations of all kinds.

Now is the time to put your roof into first class condition. The cost is low-if you use Sterling Plastic Veneer. The job will be done permanently. Write today for full details. Your inquiry will be answered by a practical roof engineer.

ESTABLISHED



CLEVELAND, OHIO

BUILDING MAINTENANCE PAINTS AND SPECIALTIES.

(Concluded from Page 102)

in the board, Mr. Smith advocated that there be frequent returns to the consideration of the child and the classroom.

Supt. E. E. Fell of Holland, discussed briefly "Contributions of the Bookmen." tracing their development through various stages down to the present time when most of them are educators rather than "high-pressure salesmen." He advised the younger superintendents to spend plenty of time with the bookmen

Mrs. Emmy Keller in presenting the report of the nominating committee made a neat "come back" on remarks previously made anent women board members, setting forth and describing an equal number of types of male members that had come within her ken. In accordance with the recommendations of the committee the following officers were elected for the ensuing year:

President, Stanley Wozniak, board member, Hamtramck; vice-president, Earl Babcock, superintendent. Grand Haven; secretary, H. C. Daley, assistant superintendent, Highland Park.

Superintendent Ganiard presented resolutions which were unanimously adopted. These read in part as follows:

part as follows:

We are grateful to the Michigan Education Association for providing a suitable place for holding the meetings of this department and for attending so completely to the details.

We commend President M. W. Longman and the other officers of the department for their splendid service in preparing this helpful program.

We feel indebted to Superintendent Longman for devoting time and energy during the past four years to the preparation of the Michigan tax-data tables and for their great value to boards of education and superintendents.

We favor the adortion of the superintendents.

We favor the adoption of the school code which has been prepared after a study extending over several

We recommend the passage of the proposed voters' constitutional amendment providing for the election of the state superintendent of public instruction by an enlarged state board of education.

We favor the bills now before the legislature extending the duties, and increasing the salaries, of county school commissioners, and making their appointment the function of county boards of education.

We favor the passage of the bill giving the retirement-fund board the rights and powers which were intended in the original bill.

We recommend the passage of the bill introduced by corporation tax to be used for the aid of school disrepresentative Turner setting aside \$2.000,000 of the tricts having unusual school-tax burdens.

The meeting closed with an expression of thanks by the president for the assistance received in the planning and carrying out of the program.

SCHOOL ACCOMMODATIONS IN NEW **JERSEY**

The Department of Public Instruction of New Jersey, in a recent report, shows that a total of 2.240 school buildings are used to house 720,346 pupils enrolled in the day schools of the state. The pupils are distributed over 523 school districts, the pupils are distributed over 523 school districts, the total having 19,040 classrooms, which is an increase of 916 classrooms over the previous school year. Forty-five buildings were completed during the past year, which is a decrease of 21 from the number completed during the previous year. Fifty-five school buildings were enlarged or remodeled, during the year, which was an increase of seven over the previous year. previous vear.

It is the opinion of the state department that, to It is the opinion of the state department that, to properly house the number of pupils enrolled in the schools during the school year 1925-1926, allowing 36 pupils to a classroom, there should have been 20,010 classrooms. To take care of the increase in school population last year, allowing 36 pupils to a classroom, 490 classrooms should have been provided, without considering the number on part time and those housed in rented buildings. During 1925-1926 there was an enrollment in the schools of 692,795, with 50,414 on part-time schedules. A total of 1,240 new rooms were provided during this time, with 44,201 sittings. In the city districts 549 new rooms were provided, with 19,939 sittings; in the urban districts, 578 rooms were provided, with 20,244 sittings. with 20,244 sittings.

In 1926-1927 there was an enrollment of 684,873, ith 50,860 pupils on part-time schedules. The with 50,860 pupils on part-time schedules. The number of new rooms provided amounted to 995 and the number of sittings reached 36,809. In the city districts 335 new rooms were provided, with 12.848 sittings, and in the urban districts, 612 rooms were provided, with 22,126 sittings. In 1926-1927 there were 2,089 school buildings in 507 school districts with 19,255 rooms in, use and 19,242 rooms available. The number of regular sittings amounted to 732,215 and the total number of sittings amounted to 732.546. The number of portable buildings and rented rooms amounted to or sittings amounted to 732.346. The number of portable buildings and rented rooms amounted to 267, providing accommodations for 12,839 pupils. Out of a total enrollment of 684,873 pupils. 50,860 were on part time, making a seating shortage of 63,699, or 9.3 per cent.

A comparison of the figures received from school districts under city boards of education, indicates that the school-building shortage has not improved

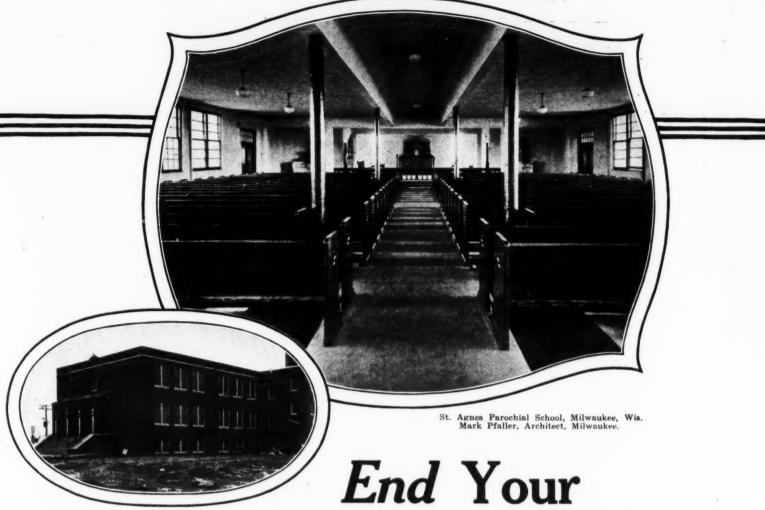
that the school-building shortage has not improved appreciably since last year. It has been found that 7.4 per cent of the children enrolled in these districts in November, 1926, were on part time, as compared to 8 per cent in October, 1925, 13 per cent in October, 1924, 7 per cent in 1920, 6 per cent in 1910, and 1 per cent in 1900.

During the present year eighteen city districts reported no pupils on part-time schedules, as compared with nineteen districts the previous year. Ten city districts have increased their per cent of pupils on part time over the previous year, while twelve have decreased their per cent of pupils on part time. During the present year, 612 new classrooms will be provided, with sittings for 22.126, which will approximately eliminate the part-time enrollment. At the present time, 116 new school buildings are contracted for or are being built in urban districts. The urban districts grow more rapidly than the rural districts or cities, but they are renting classrooms in place of using portable are renting classrooms in place of using portable buildings.

The report shows that the cities as a group have a larger number of sittings per room than the urban or rural districts. Fifty per cent of the city districts have classrooms ranging from 35 to 40 sittings per room, while urban districts range from 33 to 39 sittings, per room. The median number of sittings sittings per room. The median number of sittings per classroom in cities is 37, while 36 is the median for urban and rural districts. For the state as a whole, 50 per cent of the districts range from 33 to 40 sittings per classroom, and the median is 36 sittings per classroom.

The 186 rural districts had an enrollment of 58.466 pupils with 687 on part time during 1925-1926.

The 186 rural districts had an enrollment of 58.466 pupils, with 687 on part time during 1925-1926, and an enrollment of 56,479, with 404 on part time during 1926-1927. These 186 districts owned a total of 738 school buildings. The number of rooms in use was 1.738, with sittings of 64,448, while the number of rooms available was 1,807, providing 64.083 sittings. In 1925-1926 there were 113 new rooms provided, with 4,018 sittings, while in 1926-1927 there were 48 rooms provided, with 1.835 sittings. A total of 2,003 pupils were accommodated tings. A total of 2.003 pupils were accommodated in portable buildings, or rented buildings or rooms. thus increasing the housing shortage to 4.2 per cent. A total of 22 school districts did not maintain schools, but transported their children to neighboring school districts and raid tritter. ing school districts and paid tuition.



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Here is the flooring which is putting an end to the "school-floor" problem — Asbestone. It is ideal from every standpoint — looks, comfort, hygiene, upkeep, cost.

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A Slate Blackboard Never Wears Out.





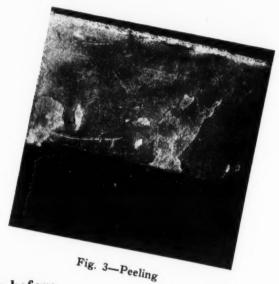


Fig. 2-Glossy

These pictures show blackboards before and after Mohawk Machine Service

DISCARDING old blackboards that have become glossy or scaly is poor economy and a waste of public money. SLATE BLACKBOARDS NEVER WEAR OUT and the rough shiny surface that often peels off is just an accumulation of chalk dust and dirt that has been allowed to gather because of improper care.

MOHAWK Resurfacing Process will restore your bad blackboards to their original condition and make them as good as new. We guarantee satisfactory results on any slate blackboard no matter what its condition is.

AFTER a thorough reconditioning you can keep your boards in perfect order with a Mohawk Cleaning and Drying Kit. It will positively keep them 100% SANITARY and 100% BLACK, eliminating all eye strain and uncleanliness.

SUMMER TIME affords a fine opportunity for putting your blackboards in first class condition for the Fall term. Remember that no board is too old or too far gone for us—and we GUARANTEE RESULTS.

Below is a partial list of the more than 700 schools that have had old blackboards renewed by the MOHAWK RESURFACING PROCESS.

R

- 156 Schools, State of New York and New Jersey
- 68 Schools, Philadelphia, Pa.
- 104 Schools, State of Ohio, Illinois, Michigan, Iowa, Kentucky
- 62 Schools, Scranton, Pa.
- 33 Schools, Montreal, Canada
- 27 Schools, Pittsburgh, Pa.
- 39 Schools, State of Massachusetts, and Connecticut
- 18 Schools, Reading, Pa.
- 7 Schools, Ottumwa, Iowa
- 13 Schools, Erie, Pa.
- 3 Schools, Council Bluffs, Iowa
- 10 Schools, Dumore, Pa.
- 3 Buildings, University of Pennsylvania
- New Jersey State Normal School, Trenton, N. J.
- New Jersey School for Deaf, Trenton, N. J.
- Institution for Feeble Minded Children, Glenwood, Iowa
- Iowa School for the Deaf, Council Bluffs, Iowa
- 2 Buildings, Indiana Normal School, Indiana, Pa.
- 7 Schools, Lancaster, Pa.
- 6 Schools, Bethlehem, Pa.
- 6 Schools, Munhall, Pa.
- 7 Schools, Altoona, Pa.

Write us in detail about your present blackboard problems and we will gladly render estimates without obligation.

Mohawk Slate Machine Co.

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School Books with Holden Book Covers

REPAIR

Inside Damages to books with Holden Repair Kits

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School Papers, Music, etc., with Holden Portfolios

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Report Cards from breaking with Holden Report Card Envelopes

NOW IS THE TIME TO ECONOMIZE

Let Us Submit Prices and Samples

HOLDEN PATENT BOOK COVER COMPANY

Miles C. Holden, President

Springfield, Massachusetts



RECENT SCHOOL LEGISLATION IN INDIANA

The Indiana legislature, which adjourned after a sixty-days' session, passed eleven important bills affecting school administration, school officials, and teachers, all of which were signed by the governor.

Most important, probably, is the teachers' tenure bill. The act prescribes that any teacher who has served, or will serve five years, "and who shall hereafter enter into a teachers' contract for further service with such corporation, shall thereupon become a permanent teacher of such school corporation."

The term "teacher" includes licensed public school teachers, supervisors, and principals of all public-school coporations, and licensed assistant superintendents and superintendents of school cities and towns. "Upon the expiration of any contract between such school corporation and a permanent teacher, such contract shall be deemed to continue in effect for an indefinite period and shall be known as an indefinite contract."

School authorities may change salary schedules on or before May 1, to become effective the following term, provided the teachers are notified within

Indefinite contracts may be cancelled on thirty or forty days' notice from the school corporation. but reasons must be given and a hearing held on demand of the teacher. Teachers, however, may be suspended pending a decision. Cancellation may be made for "incompetency, insubordination, neglect of duty, immorality, justifiable decrease in the number of positions or other good and just cause, but may not be made for political or personal reasons." Cancellation for immorality or insubordination may go into effect at once, but otherwise not until the end of the term. end of the term.

Decisions of school boards shall be final in dis-issal cases, but appeals may be taken from township trustees to county superintendents. This applies to rural schools.

Permanent teachers are not permitted to cancel contracts during the school term or thirty days before it begins, unless it is mutually agreed. At any other time, five days' notice is sufficient. Any teacher violating this clause will be deemed guilty of unprofessional conduct and subject to revocation of license for a year. Teachers may obtain leaves of absence, or boards may order leaves of absence because of sickness or disability for one year, providing the teacher is granted a hearing.

Another law provides for the construction of a schoolhouse by two or more townships in a town that is situated in three or more townships in one of which there is no school. A petition of 100 freeholders of two or more of the adjoining townships will give the trustees power to act. The cost must be paid by the townships in proportion to the number of pupils from each unit. The township trustees constitute the school board.

One law amends an act of 1921 by providing that school property may be sold with the consent of two thirds of the voters of the district; if it had not been used for two years, it may be sold with the consent of the advisory board.

Another statute provides that where township schools have been consolidated with the schools of fifth-class cities or incorporated towns, after Aug. 1, 1927, the schools will be governed by three trustees. The city council or town board will elect two trustees, one a resident of the city, and the other of the township. The third member will be the township trustee. No more than two may be the township trustee. No of the same political faith.

One bill authorizes school trustees, subject to the approval of the state board of education, to establish special classes for children physically unfit to perform regular classwork. The pupils may be transported to school and lunches may be provided for them. Three fourths of the extra expense will come from the funds appointed by the state-aid superintendent. Transfers will be permitted where there are ten or more pupils in a school corpora-tion. No child, however, will be obliged to submit to a physical examination, whose parents or guardian objects.

By the provision of another bill, amending an act of 1913, trustees of towns not exceeding 2,000 population, are authorized to abandon their school corporation on petition of two thirds of the town

freeholders. It also provides that the town may again assume control on petition of a majority of its freeholders and on consent of a majority of the resident freeholders in the township.
One law amends the common-school-levy act of

One law amends the common-school-levy act of 1921 by authorizing the state superintendent of public instruction, instead of the state board of accounts, to investigate demands for school aid. It also provides that the balance left in the state aid fund will not be distributed with the school revenue fund, but must be carried forward as part of the succeeding year's relief fund.

One law provides a method for dissolving consolidated schools upon petition of not less than 20 per cent of the voters residing in the township outside a fifth-class city, or residing in such city, asking for an election on the question. Expense of the election must be borne by the consolidated school.

school.

The teachers' pension act of 1923 was amended by extending the time for teachers to become mem-bers of the fund from October 31, 1923 to October

31, 1928.

One act authorizes the boards of trustees of Indiana University, Purdue University, Terre Haute Normal School, and Muncie Normal School to erect and manage dormitories and to issue bonds, redeemable from the earnings of the buildings. The deemable from the earnings of the buildings. bonds will be exempt from taxation.

One act amends an act of 1921 providing for county libraries, by increasing from two to three years the terms of board members.

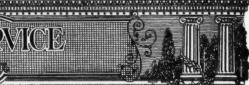
SCHOOL LAW

Schools and School Districts
School districts are the agents of the state in the management of the schools.—Fawcett v. Ball, 251 Pacific Reporter, 679, Calif. Appel.
The New York legislature may make the debts of school districts merged into a consolidated district a charge on the consolidated district,— In re Murphy, 218 New York Supplement, 586, 128 Misc. Reporter, 346 New York Supplement.
Bonds of a school district merged into a consolidated district without the consent of the trustees or taxpayers cannot be made a charge on the con-

or taxpayers cannot be made a charge on the consolidated district (New York Education Law, §§ 128, 129 and sections 132, 134-a, 480, subd. 1,) as amended.—In re Murphy, 218 New York Supplement 586, 128 Misc. Reporter, 346, New York Supplement

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School-District Government

A qualified candidate for the office of county superintendent is held not ineligible because of failure to file a certificate of qualification statute being directory only (General Educational Law of 1925. §§ 6, 12; Tennessee acts of 1895. c. 54; private acts of 1925, c. 552).—Huffines v. Gold, 288 Southwestern Reporter, 353, Tenn.

School-District Property

School districts are agents of the state in the management of the schools and trustees in holding and devoting property to the uses directed.—Faw-cett v. Ball, 251 Pacific Reporter, 679, Calif. Appellate Court.

In determining the validity of the purchase of land by the board of education, the wisdom of the purchase presents no question of law.—Robertson v. Board of Education of Yancey county, 135 Southeastern Reporter, 863, N. C.

School-District Taxation

The Illinois constitution, art. 9, § 12, requiring provision to be made for the collection of a direct annual tax sufficient to pay the interest and discharge, within twenty years, the principal of the public indebtedness incurred, is self-executing and controls other statutory requirements.—People v. New York, C. & St. L. R. Co., 154 Northeastern Reporter, 193, 323 Illinois, 493.

The prohitects' companyation in case a district

The architects' compensation in case a district contracted for the construction of a school building became school indebtedness as soon as the building contract was made.—Holst v. Consolidated Independent School Dist: of Cushing, Woodbury & Ida counties, 211 Northwestern Reporter, 398, lowa.

Taxes levied, which were due and collectible, were assets of a school district, to be considered in determining the net indebtedness.—Holst v. Consolidated Independent School Dist. of Cushing, Woodbury & Ida counties, 211 Northwestern Reporter, 398, Iowa.

porter, 398, Iowa.

A contract by a school district during one fiscal year, to create liability against the funds of a subsequent fiscal year for services then to be performed was invalid (Okla. constitution, art. 10, § 26).—School Dist. No. 76, Creek county v. Bath, 250 Pacific Reporter, 1003, Okla.

The transfer of school money from one fund to another does not constitute diversion of funds (California political code, § 1858).—Fawcett v. Ball, 251 Pacific Reporter, 679, Calif. Appellate.

The list of the registered voters cannot be purged of unqualified voters to make two-thirds voting for school bonds a majority of registered voters.—McLarin v. Fairburn School Dist., 136 Southeastern Reporter, 107, Ga. Appellate.

Reporter, 107, Ga. Appellate.

The board of education and county commissioners

of Yancey county, North Carolina, should be restrained from purchasing land for a school and issuing bonds in the absence of legislative authority

(North Carolina Public Laws of 1924, c. 120).— Robertson v. Board of Education of Yancey county, 135 Southeastern Reporter, 863, North Carolina.

Teachers

A teachers' contract, made when there were no funds nor approved estimate to pay the salary, is held void (Oklahoma constitution, art. 10, § 26).

—Barney v. School Dist. No. 98, Payne county, 251 Pacific Reporter, 737, Okla.

Pupils

A parent may require residence in one school district, entitling the children to free school privileges. while retaining legal domicile in another.—School Dist. No. 1, Fractional of Mancelona tp. v. School Dist. No. 1 of Custer tp., 211 Northwestern Reporter 60. Mich. porter, 60, Mich.

Children are held residents for school purposes of school districts in which they reside, though the parents voted in another; "residence;" "domicile."
—School Dist. No. 1 Fractional of Mancelona tp. v. School Dist. No. 1 of Custer tp., 211 Northwestern Reporter, 60, Mich.

A child is entitled to the benefit of public schools in the district where it lives, if it went there to acquire a home.—School Dist. No. 1 Fractional of Mancelona tp. v. School Dist. No. 1 of Custer tp.. 211 Northwestern Reporter, 60, Mich.

A pupil need not attend a high shool in the home county, where there is a more convenient school of equal rank in an adjoining county (Ky. statutes, § 4526b5).—Beck v. Lyon county board of educa-tion, 288 Southwestern Reporter, 1012, 217 Ky. 67. On recommendation of the local county superin-

tendent, tuition of pupils from adjacent county attending the high school must be paid by the adjacent county (Barnes' High School Law).—School Dist. No. 141 of Sedgwick county v. Board of Commissioners of Kingman county. 251 Pacific Reporter, 631 Kans. Reporter, 631 Kans.

A better and shorter road to the high school in an adjoining county, making it more convenient, required the board of education in the home county required the board of education in the home county to pay the pupil's tuition in the adjoining county (Ky. statutes, § 4526b5).—Beck v. Lyon county Board of Education, 288 Southwestern Reporter, 1012, 217 Ky. 67.

A school district is held not liable for tuition, unless the students were residents thereof when the unless the students were residents thereof when the notice was given another district that they would attend its high school (Michigan Public Acts of 1921, No. 79).—School Dist. No. 1 Fractional of Mancelona tp. v. School Dist. No. 1 of Custer tp., 211 Northwestern Reporter, 60 Mich.

The New York state textbook commission is held authorized to adopt a dictionary as a textbook, to be used to the exclusion of all others (Ky. statutes, \$\frac{8}{8}\$ 4382, 4421a7, 4421a17).—Funk & Wagnalls Co. V. American Book Co., 16 F. (2d.) 137, U.S.D.C.

American Book Co., 16 F. (2d) 137, U.S.D.C., New York.

RECENT LEGISLATION

—The payment of travel expenses of school super-intendents in attendance at educational conventions outside of the state has been questioned in several Massachusetts cities as being an illegal expenditure. Superintendent Fitzgerald of Cambridge, Massachu-setts, presented his expense bill for attendance at the Dallas convention to the local school committee. The city solicitor held that it was legitimate school expenditure.

—A bill before the Ohio legislature providing for the county unit of school administration is being opposed as a dangerous encroachment on home rule and local government.

-The Pennsylvania legislature has under consideration amendments to the school code whereby school directors who wilfully refuse or neglect to perform duties imposed upon them may be removed perform duties imposed upon them may be removed from office. It is proposed to create a state teacher-employment bureau, authorize the appointment of school secretaries to attend school-board conventions and pay their expenses, and authorize school dis-tricts to take out life, health, and accident insur-ance for their employees.

-Petitions are being circulated in Oklahoma favoring a two-per cent severance tax on oil and gas in addition to the three per cent now assessed against the oil industry. It is estimated that the two-per cent tax will raise approximately \$7,000,000, which will be used in the state common-school fund or as an aid for weak schools.

—The Weiss bill providing for an increase in superintendents' salaries passed the senate of the Illinois legislature by a vote of 90 to 37. The bill provides for an increase of \$600 per year for superintendents in counties of not more than 50,000 population; and an increase of \$3,000 per year for superintendents in counties of not less than 500.000 population.

one population.

—The question of permitting school boards to send their superintendents to educational convention and pay the expense incurred in such journeys has been under consideration in various Massachusetts cities. The school committee at Beverly, Mass., has asked for a legal opinion on the subject Mass., has asked for a legal opinion on the subject and was told by the city solicitor that, "If the school committee could spend money for the expenses of the superintendent to attend a convention because of the general information obtained there that might be of some value, the same would be true as to principals and school teachers and perhaps even janitors could be sent, at the expense of the city to attend a convention where they might get some general advanced ideas in caring for school buildings. My conclusion is that it is beyond the power of the school committees to expend public monies to defray expenses of any persons in attending a to defray expenses of any persons in attending a convention because there is no direct interest, right. or duty that the city has in regard to the same.

(Concluded on Page 110)



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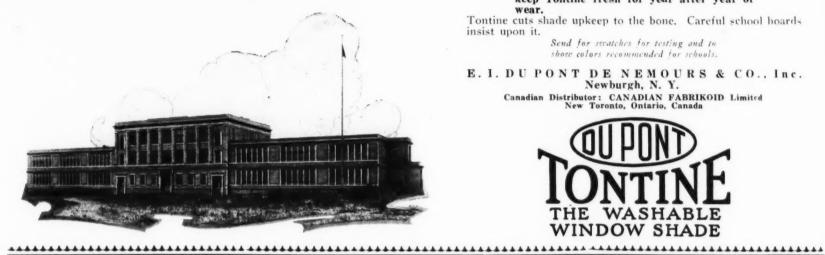
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(Concluded from Page 108)

The indirect benefit that the city might gain because some question, among the many discussed, might be one that the city is interested in, is not sufficient

to change the general rule."

—In Wisconsin the fines exacted from liquor violators go into the state school fund. Where cities. however, have enacted their own ordinances against violations of the prohibition laws, the fines go into violations of the prohibition laws, the fines go into the local treasuries, with the result that the state fund has suffered considerably. At the opening of the legislative session John Callahan, state superintendent of schools, issued a statement in which he pointed out that unless greater state aid be extended to education the schools in the less prosperous sections of the state would be forced to close. Mr. Callahan pointed out that school districts with a small valuation could not maintain standard school systems, and he urged that some special form of state aid be formulated by the legislature to relieve local educational problems.

school systems, and he urged that some special form of state aid be formulated by the legislature to relieve local educational problems.

—The state school department of Wisconsin has issued opinions to the effect that a bee keeper in the neighborhood of a schoolhouse may be held responsible if any of the bees sting the pupils; that a school board may grant the use of a schoolhouse to other than strictly school purposes "providing such purpose will aid in disseminating intelligence and good morals," that there is nothing in the statutes to prevent a minister of the gospel from serving on a board of education; that a teacher who leaves the school on Friday evening and returns the middle of the following week without due notice has forfeited her contract; that money collected for entertainments held in the schoolhouse belongs to the organization providing the entertainment and not to the school district.

—The board of education of Morrow county, Ohio, has announced its opposition to the county unit of school government and the abolition of local school boards as now proposed in a legislative measure.

—A bill proposed by the North Carolina Educa-

measure.

—A bill proposed by the North Carolina Educacational Association for an eight-months' school year was tabled by the legislature. This act was deemed by Secretary Warren of the association, a discourtesy to the introducer and the teachers who formed the bill. Thereupon the Durham, N. C., Herald remarked: "That, we believe, is a rather farfetched criticism. If the legislature was going to kill the bill anyway, and it was, why waste time measure

hearing a lot of needless talk? A slow death is often a torture, and by putting the bill out of the way expeditiously it was saved from a lot of suffering. According to Secretary Warren's view, the legislature commits an act of discourtesy every time it tables a bill, as all of them have an introducer and most all of them have support."

—The school beard of Bell county Kentucky is

—The school board of Bell county, Kentucky, is under fire for having appointed a superintendent who was not approved by the state department. Proceedings to oust the board are now in the courts.

—The Wisconsin department of education has rendered an opinion to the effect that the resignation of a member of a district school board must be made in writing. Further that a school principal cannot hire a janitor. The school board alone has that authority. If a teacher signs a contract where she is to perform the janitor work, it is not a breach of contract if she hires a pupil to build the fire, or sweep the room on certain occasions. She can only be held responsible for the quality of the work.

Governor Martineau of Arkansas has vetoed Senate Bill No. 128 which sought to reorganize the state textbook commission.

The Kansas senate has passed a bill creating a school-code commission of seven members to study the Kansas school laws and to make suggestions for revision. Under the bill, the commission will comprise two members of the state senate, to be appointed by the president; two members of the house, to be appointed by the speaker; two members appointed by the governor, and one to be named by the state superintendent of instruction.

The high-school textbook commission of Mississippi met on March 21 to adopt textbooks on eleven high-school subjects. The contracts are effective for

Governor Moody of Texas lost his case in the Texas legislature when it failed to approve the price provision in the Brown textbook bill. The governor had asked that the committee change the house bill reference to the basis of bids to supply textbooks. As passed, the bill provides that the maximum price to be paid by Texas will be the publisher's minimum price F. O. B. shipping point. plus the freight charges to Texas depositories.

The section eliminated from the bill, over the governor's protest, was the following: "Any con-

tract made for the purchase of books for use in the schools of the state at a higher price than the maximum price fixed will be void."

NEW YORK STATE LEGISLATION AIDS PUBLIC SCHOOLS

NEW YORK STATE LEGISLATION AIDS PUBLIC SCHOOLS

Governor Smith of New York State, on April 2. signed the Dick-Rice bill providing for \$16,500,000 additional state aid for public schools. The bill embodies the recommendations of a commission headed by Col. Michael Friedsam of New York. The bill brings the total amount which the state will spend during the next fiscal year for education up to \$82,500,000, as compared to \$9,000,000 in 1919, the first year he served as chief executive.

The legislation is one of the first fruits of the efforts of the special commission which was appointed by the governor to study and to make recommendations with regard to school finance and administration. The commission, composed of members of the legislature, the board of regents, educators, economists, and citizens interested in public education, gave careful and thorough study to the subject. As a result, the bill represents a general reorganization of the state's method of allotting money to localities for educational purposes.

The bill makes possible a higher standard of teaching. It encourages communities to make adequate provision for education and to establish anew the principle that education is a state function. The advantages of the bill are of direct interest to every school child and every parent in the state of New York.

—Boston, Mass. The 1927 term of the summer

—Boston, Mass. The 1927 term of the summer vacation schools will begin in June, 1927, and will close in August, 1927. Sessions will be held from nine to twelve o'clock each day of the term, excepting Sundays and the fourth of July.

—Washington C. H., Ohio. The school board has extended the school term from eight to nine months. Last year the schools had an eight months' term.

—Mr. Walter J. Raymer has been unanimously appointed president of the board of education at Chicago, Illinois, to fill the unexpired term of the late E. B. Ellicott. Mr. Raymer will hold office until the next meeting of the board when the term of the former president expires. Finance and Taxation

Finance and Taxation

—J. Nevin Schaeffer, president of the Lancaster.

Pa., school board, discussed over the radio the question of a loan for new school buildings.

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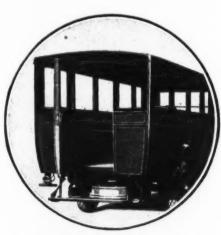
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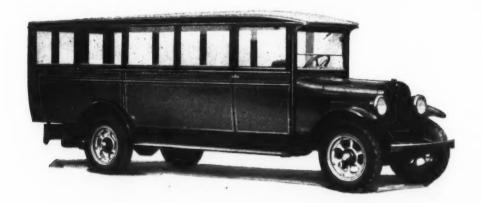
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NEW RULES & ME

A CLOSED SCHOOL MAY NOT REOPEN DURING THE YEAR

In the case of Meek v. Carpenter of Michigan, the court of Michigan has ruled that a school district which has voted to close its school for the year cannot reopen the school during the year. The ruling establishes the law that, if the legal voters vote to discontinue school in a district at either an entering matters.

The ruling establishes the law that, if the legal voters vote to discontinue school in a district at either an annual or a special meeting, neither the school board nor the legal voters can reopen the school during the year.

The case arose in School District No. 5, fractional, of the townships of Plainfield and Algoma, in Kent county, Michigan, where on July 28, 1913, the voters decided to discontinue the school for the ensuing year, and the children were sent to the village school in Rockford in the same county.

In September, 1913, the school board of the district held a legally called meeting at which it was voted to employ Louise Binder as a teacher for three months, the contract providing that Miss Binder was to continue to teach for the remainder of the school year, six months more, if her services proved satisfactory.

A number of school patrons thereupon protested against the board's action because of the fact that they had made arrangements to have their children attend the Rockford school, and they asked the right to recover from the district the cost of tuition

attend the Rockford school, and they asked the right to recover from the district the cost of tuition and transportation to the Rockford school. In November, 1913, a taxpayer of the district brought suit to restrain the school board from continuing the contract of the teacher for the maintenance of school during the year. school during the year.

The court in its decision, explained that if the legislature had intended to confer the power to open the school at a special meeting, it would have been easy for it to have added to the words "to discontinue" in the proviso the words "or reopen." Until this or similar legislation is enacted, it is believed the school district is without power.

RULES AND REGULATIONS

—The New York City board of education has strengthened its new regulations against frater-

nities. They decree that "no secret society, secret club, or secret organization shall be allowed in a school." Pupils who join or who are pledged to join are declared ineligible "(1) to membership in any honor society or organization in the schools:

(2) to receive any schoolastic honor; (3) to hold any school are close officer or (4) to perticipate in any school are close officer or (4) to perticipate in any school or class office; or (4) to participate in any school or class election or in any public-school exercise or athletic or other contest as a representative of the school. Before a pupil may consumexercise or athletic or other contest as a representative of the school. Before a pupil may consummate membership in an honor society or organization in a school, receive any scholastic honor, hold any school or class office, or participate in any school or class election, public-school exercise, or athletic or other contest as a representative of the school the principal may require him or her to sign a written pledge stating that he or she is not a member of a fraternity or sorority. If subsequently it is proved that the pupil is a member of a fraternity or sorority, he or she shall be debarred from receiving a diploma." Since 1914 fraternities have been officially barred but have persisted in some high schools chiefly because of lack of penalties for failure to comply with the regulation. In the opinion of school officials the new rule will make the ban effective.

—The New York City board of education has amended its rules dealing with corporal punishment. The new by-laws change the wording of the regulation prohibiting corporal punishment. The former by-law was specific in that it declared that "no corporal punishment shall be inflicted in any of the public schools." The new by-laws provide that "punishment of any kind tending to cause excessive fear or physical or mental injury is forbidden in all public schools."

—The school board of Waltham, Mass., has considered a rule whereby executive sessions are en-

bidden in all public schools."

—The school board of Waltham, Mass., has considered a rule whereby executive sessions are engaged in providing at least four members are in favor of them. Mrs. Jessie M. Hughes embodied in her resolution the preamble that: "We deprecate the manner in which our activities have been misrepresented at times. In future we desire to be judged principally by the results of our deliberations as indicated by our recorded votes and not on a reporter's incomplete, biased, and colorful reports." The resolution was tabled.

—The Philadelphia board of education has ruled that all alien teachers must resign within two years

that all alien teachers must resign within two years unless naturalized within that time. A resolution passed by the Pennsylvania legislature in 1917

made it mandatory upon boards of education to require all teachers and applicants for teachers' positions to declare their intention of becoming naturalized. The schools of Philadelphia employ 9,385 teachers. Investigation reveals cases where teachers have declared their intentions of becoming naturalized but delayed the procedure.

naturalized but delayed the procedure.

—The board of education of Providence, R. I., has amended one of its rules so as to read: "No —The board of education of Providence, R. I., has amended one of its rules so as to read: "No petition, report, resolution, communication or other matter shall be voted upon by the committee except at regular or special meetings which shall be open to the public; provided, however, that resolutions recommending or approving the purchase of land for school purposes may be voted upon in meetings not open to the public."

—When the Spokane, Washington, board of education found that the pupils were making it a practice to visit the county jail, a rule was adopted prohibiting such visitations on the ground that they had a degrading tendency.

—The school committee of Salem, Mass., adopted a new set of rules governing the use of school halls for other than school use. "No charge shall be made for janitor service for parents' meetings held not oftener than once a month in any one building. "In all other cases, the cost of janitor service must be borne by the person to whom the permit

must be borne by the person to whom the permit to occupy the school premises is granted and shall be paid to the superintendent of schools when the application is filed and by him paid to the janitor. If the superintendent of schools decides that it is necessary to week the floor of any ball contains If the superintendent of schools decides that it is necessary to wash the floor of any hall or room in consequence of its occupancy under a permit, he will fix the price to be paid therefore by the person to whom the permit has been issued and no further permit may be issued to such person until such charge shall have been paid."

—The board of education of Pompton Lakes, N. J. took a definite stand on the matter of school discipling. The board want on record as saving that

took a definite stand on the matter of school discipline. The board went on record as saying that "both the parent and pupil must realize that they must accept a fair share of responsibility. Where individual pupils continue to be indifferent to rules and regulations of the school, and where pupils commit serious acts of misconduct for which the school cannot be held responsible, then these pupils forfeit their rights and must be turned over to the county authorities if they are under 16 years of age. If they are more than 16, they must be withdrawn from the school."

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There are said to be three million deafened school children What are we doing about it?

'FIRST," say authorities, "find the children." That is the initial stage of the problem that confronts America's school system.

To do anything about it in the past involved the testing of 21,000,000 children, one by one. Doing

something about it now may be based on a method that allows forty children to be tested at once.

This radical simplification is due to the introduction of the Western Electric 4A Audiometer which not only permits group hearing tests right in the classroom but accelerates them by allowing three group tests per hour.

The advantages to any school are clear. Deafness need no longer be an unknown factor. Particularly where it lurks behind apparent dullness, it may be brought to light. Corrective measures may be applied at that early period in life when correction is most effective.

To school executives interested in the possibilities of the Audiometer its distributor, Graybar Electric, will be glad to offer the benefit of experience in this connection. Apply at the Scientific Equipment Division, 9 East 41st St., New York, 1700 Walnut St., Philadelphia, 30 N. Michigan Blvd., Chicago.



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From one to thirty children can use it simultaneously.

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NEWS OF SCHOOL OFFICIALS

—John W. Davis, director of the bureau of attendance of the New York City department of education, recently applied for retirement under the provisions of the state law. Mr. Davis fought to continue at the head of the bureau which he organized over ten years ago. Upon reaching the maximum age limit of service, he obtained legislation permitting him to transfer to the retirement system for administrative employees under which

maximum age limit of service, he obtained legislation permitting him to transfer to the retirement system for administrative employees under which he was able to continue beyond 70 years. He has now asked that the application be withdrawn.

—Mrs. Isaac W. Thorn, a member of the school board of Rahway, N. J., died on March 8 at her home in that city. Mrs. Thorn became a member of the board in February, 1923, and was the first woman to—hold a municipal office of importance. She had a wide and constant service as a school-board member, as a member of several local fraternal societies, and was a friend and helper to all the poor and needy of the city. The mayor, the president of the school board, and representatives of the school faculties were present at the funeral services.

—The school board at Wooster, Ohio, is composed of only three members, in compliance with a state law which provides that cities of less than fifty thousand population shall have boards of three or five members. Wooster, Delaware, Zanesville, and Wellston are the only cities in Ohio having school boards of three members.

boards of three members.

During the past year, Mr. L. A. Woodward, an efficient member of the board resigned, and Mr. C.

I. Correll was elected to succeed him on the board. The remaining members are Mr. J. W. Hooke and Mr. C. P. Foss

Mr. Edward H. Lafetra, for several years presi

—Mr. Edward H. Lafetra, for several years president of the board of education at Red Bank, New Jersey, died on April 1, at the age of 62 years. Mr. Lafetra's death followed a long period of ill health.
 —Mr. C. O. Cowles, president of the school board at Lindsay, Calif., is serving his fourth term.
 —Mr. Harry M. Devoe, deputy superintendent of buildings of the New York City board of education, has asked that he be retired in May. Mr. Devoe is a member of the staff of administrative employees of the board of education.

of the board of education.

—The New York City board of education has elected Mr. Wm. J. McGrath, formerly assistant director of the bureau of reference, research, and statistics, to the position of examiner, and Mr. Wm. A. Boylan, formerly a district superintendent, to

the position of associate superintendent.

—Mrs. Susan M. Dorsey, superintendent of schools at Los Angeles, California, recently observed her seventieth birthday anniversary. Mrs. Dorsey entered the school system in 1896 as a teacher, and today she directs a system which has a daily attendance of 200.000 children.

—The salary of Supt. William H. Perry of Leominster, Mass., was increased from \$4,000 to \$4,200

\$4.200.

—Dr. Edwin C. Broome, superintendent of the Philadelphia schools, has been unofficially approached on accepting the superintendency of the Newark, N. J., schools. Before going to Philadelphia, Dr. Broome was superintendent at East Orange, N. J. Dr. Broome, it is said, is well supported by the Philadelphia board of education and is not likely to consider other offers. is not likely to consider other offers.

—The friends of Supt. David B. Corson of Newark, N. J., do not intend that he shall retire June 30 without another effort to retain him. An effort will be made in the board to rescind the former

action.

—W. C. Griggs of Bessemer. Ala., was elected superintendent of the Mobile county and city

schools.

-L. W. Ragland of Normal. Illinois, has been elected superintendent of schools at Petersburg.

—Mrs. C. C. Hodges has been reelected as super-intendent of schools at Oakville, lowa. ←Mr. W. M. Johnston and Mr. John Hurly have been appointed as members of the State Board of

Education of Montana.

—Miss Ethel Redfield, state commissioner of education of Idaho, has tendered her resignation, the same to take effect July 1.
—Supt. A. A. Gaarder of Albert Lea, Minn., has

been reelected for the ensuing year.

—Mr. R. W. Harper has been elected superintendent of schools at Decatur. Mich., to succeed S. H. Dwight. -Mr. C. W. Grandy has been elected superin-

—Mr. C. W. Grandy has been elected superintendent of schools at Shickley, Nebr.
—Mr. Wm. B. Smith of Clarkston, Wash., will retire at the end of the school year.
—Mr. E. G. Traylor of Georgetown, Ky., has been elected superintendent of schools at Sparta.
—Mr. F. C. Schwartz of Monticello, Minn., has been elected superintendent of schools at Wadena.
Mr. Herbert N. Morse, formerly business manager

of the New Jersey Department of Public Instruc-tion, has been appointed assistant commissioner of education. Mr. Morse will continue his duties along similar lines, together with such other work as the commissioner may direct.

—Supt. C. A. Waller of West Frankfort, Ill., has been elected president of the Southern Illinois Teachers' Association.

Teachers' Association.

—Mr. R. E. Beebe of Mendota, Ill., has been elected superintendent of schools at Naperville.

—Supt. L. E. Johnston of Mancelona, Mich., has been reelected for another year.

Mr. Max Brail has been elected superintendent of schools at Scottville, Mich.

—Mr. Hugh S. Bonar of Richland Center, Wis., has been elected superintendent of schools at Manice been

has been elected superintendent of schools at Mani-

towoc.
—Supt. H. C. Lyon of Ballinger, Tex., has been elected president of the mid-Texas Division of the Texas Teachers' Association.
—Supt. J. E. Smith of Webster City, Iowa, has been reelected for another year.
—Mr. L. A. Baken has been elected superintendent of schools at Kensett, Iowa.
—Mr. G. L. Huckaby has been elected superintendent of schools at Sen Seks. Texas to accept

tendent of schools at San Saba, Texas, to succeed

tendent of schools at San Sana, rexas, to success. W. W. Hart.

—Supt. E. M. Blevins of Ritzville, Wash., has resigned, and will be succeeded by Mr. John Goddard of Ilwasco.

—Supt. G. H. Kreinbring of Raymond, Minn., has been reelected for the eighth year.

—Mr. W. P. Ashton has been reelected as superintendent of the Whiting consolidated schools at Whiting Lowa.

Whiting, Iowa.

-Supt. F. E. Heinnemann of Wayzata, Minn.,

Supt. F. E. Heinnemann of Wayzata, Minn, has been reelected for another year.
 Mr. Stanley Wozniak of Hamtramck, Mich. has been elected president of the department of superintendents and school board members of the Michigan Education Association.
 Mr. James Avery of Mitchell, S. Dak., has been closted superintendent of school, et Texture dept.

elected superintendent of schools at Turton.

-Mr. W. H. Hunting has been elected superintendent of schools at Lovelock, Nev., for the next

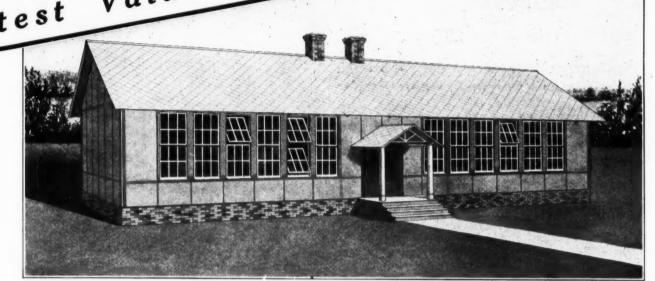
-Supt. John S. Clark of Waukegan, Ill., has been reelected for another year.

—Supt. Arnold Gloor of Crookston, Minn., has

been reelected for the third term, at a salary of \$4,000.

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The old style of school building was designed by a local builder or architect who knew little of the special requirements of school work. These new style asbestos schools are designed by experts and are carefully planned with a view to convenience, proper lighting, cleanliness and good taste.

The new style of school costs about one-third as much as the old to build. It costs less to heat and less to maintain.

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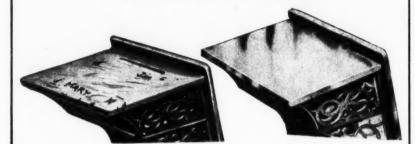
Now is the time to prepare for next fall's demands. Write us, stating the number of rooms required and number of pupils to be accommodated in the various rooms and we will advise you as to the cost.

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Wallace G. Nesbit.
Director of Schools

-Supt. B. B. Harris of Minatare, Nebr., has

been reelected for a third consecutive term.

—Mr. H. D. Pickens of East McComb, Miss., has

—Mr. H. D. Pickens of East McComb, Miss., has been elected superintendent of schools at Oxford.
—Supt. L. M. Wilkre of St. James, Minn., has been reelected for another year.
—Supt. R. E. Goetz of Silverton, Oreg., has been reelected for a three-year term.
—Mr. S. P. Stackley of Calhoun Falls, S. C., has been elected superintendent of schools at Williamston.

-Mr. V. W. Downing has been elected superintendent of schools at Saranac, Mich., to succeed

H. A. MacEachern.
—Supt. Sidney Mitchell of Benton Harbor, Mich.. en reelected for the next two years, at an in creased salary.

-A. J. Smith of Clarksville, Tenn., has retired as superintendent of schools after a service of thir-

teen years.
—Supt. C. R. Kremenak of Linn Grove, Iowa, has

announced his resignation, effective with the close of the school year.

—Supt. J. A. Petska of Brook Park, Minn., has been reelected for his eighth consecutive term.

—Mr. J. F. Calaway of Potter, Nebr., has been elected superintendent of schools at Kimball.
 —Mr. E. L. Daugherty of Natoma, Kans., has been elected superintendent of schools at Stockton.
 —Mr. F. B. Farmer has been reelected as super-

intendent of schools at Storm Lake, Iowa.

—Mr. R. T. Wittinghill has been reelected as

-Mr. R. T. Wittingnin has been reflected as superintendent at Hazard, Ky.

-Supt. K. K. Tibbetts of Gilbert, Minn., has been reelected for his tenth consecutive term.

-Mr. Philip Fjelsted has been elected superintendent of schools at Biwabik, Minn., to succeed

Philip Schweickhard.

-Mr. J. L. Hutchinson of Port Austin Mich. has been elected superintendent of schools at Yale

-Mr. R. M. Moll, of Robesonia, Pa., has been elected as head of the Spring township schools at Spring, Pa. Mr. Moll is a graduate of the Key-stone State Normal School and holds two degrees given by Pennsylvania colleges.

-Mr. F. W. McCarty of Riverdale, Mich., has been elected superintendent of schools at Perrington.

-Supt. R. H. Latham of Winston-Salem, N. C., has been reelected for another year after completing seventeen years of service. Mr. F. H. Koos, assis-

Cleveland Heights Board of Education Office of Director of Schools Clebeland Heights, Ø.

WALLACE G. NESSIT CHARLOTTE D. ROCHE

April 9, 1927.

Triple Metals Corporation, Chicago, Illinois.

Gentlemen:

After two or three months of study and trial of various locks, the Board decided to equip the new Cleveland Heights High School through out with the Dudley Key-less Lock.

We have used various types of key locks and combination locks in different schools for a number of years but have never been entirely satisfied with any of them. Where the key locks were used the keys were very often broken and it was necessary to file the locks to get into the lockers and with the combination locks, they were always being tampered with and too frequently unlocked by different people. I have had practically no trouble with the Dudley Lock since their adoption last September. They have in fact proven so satisfactory that since the installation of these locks in the High School they have been purchased for our Roosevelt Jr. High School and will undoubtedly be considered standard equipment in all of our other schools.

In addition to these locks giving us the maxium of protection they have caused considerable favorable comment because of their neat appearance throughout the corridors and locker rooms. I will be pleased to correspond with anybody you wish to refer to me regarding this equipment.

WON : IN

Wallace Frest

tant superintendent of schools, has been reelected

—Mr. E. R. Crowe has resigned as superintendent of schools at Abbeville, S. C. Mr. Crowe will reof schools at Abbeville, S. C. Mr. Crowe will re-tain his position as principal of the Union City schools.

-Mr. D. S. Lauver of Fairview, Kans., has been elected superintendent of schools at Coldw

school term.

reelected for the coming year.

—Mr. W. W. Isle of Duncan, Okla., has resigned

his position.

reelected for the next school year.
—Supt. M. J. Crawford of Reed City, Mich., has

-Supt. J. R. Mounce of Garner, Iowa, has been

-Supt. H. W. Hartman of Onawa, Iowa, has been reelected for his eighth consecutive term.

-Mr. R. C. David of Clayton, Ga., has been elected superintendent of schools at Calhoun.

-Supt. J. W. Browning of Rhinelander, Wis., has

-Supt. C. A. Pederson of Montevideo, Minn., has been reelected for a fifth term.

-Mr. N. T. Myhre of Littlefork, Minn., has been elected superintendent of schools at Stewartville.

PERSONAL NEWS OF SUPERINTENDENTS

-Mr. John Franklin West, of Pasadena, Calif., whose term expires June 30, has been employed as deputy superintendent for one year. Mr. Wallace Newlin, head of the mathematics department of the Pasadena High School and Junior College, was elected as dean of the two institutions.

-Supt. M. D. Thompson of Winnebago, Ill., has

—Supt. M. D. Phompson of Winnebago, III., has been reelected with an increase in salary.
—Supt. O. E. Capps of Butler, Mo., has been reelected for the next school year.
—Mr. L. W. Collister, of Fairbury, Nebr., has been elected superintendent of schools at Aberdeen, label.

-Mr. C. R. Martin, of Waconia, Minn., has accepted the superintendency at Lake City.

-Mr. H. E. Hegstrom, of Stewart, Minn., has been elected superintendent of schools at Arlington.

-Supt. T. E. Roberts of Independence, Iowa, has been replaced for another year. -Supt. T. E. Roberts of Independence, Iowa, has been reelected for another year.

-Supt. A. E. Moyers of Sidney, Iowa, has been reelected for a three-year term.

-Mr. T. L. Bystrom, of Marquette, Mich., has

-Mr. 1. L. Bystrom, of Marquette, Mich., has been elected superintendent of schools at Athens.

-Mr. P. G. Meranda of Camden, Ohio, has been elected superintendent of schools at Arcanum.

-Supt. James Cotter of Williamston, Mich., has

been reelected for a two-year term.

—Mr. S. F. Hall of Columbus, Ohio, has been

—Mr. S. F. Hall of Columbus, Ohio, has been elected superintendent of schools at Lexington, to succeed the late Mr. Renner.
—Supt. R. E. Cotanche of Lawton, Mich., has been reelected for another school year.
—Mr. S. E. Raines has announced his resignation as superintendent of schools at Freeport, Ill.
—Supt. S. H. Pollock of Sebring, Ohio, has been reelected for a three-year contract, at a salary of \$3.000 per annum. \$3,000 per annum.

—Supt. Henry Buellesfield, of Yankton, S. Dak., has been reelected for his seventh consecutive term. Supt. Buellesfield has pursued advanced university

work leading to a doctor's degree.

Mr. W. W. Christensen has been elected superintendent of schools at Burley, Idaho, to succeed
W. F. Weisend, who will enter the University of

-Supt. J. D. Dasenbrock of Leigh, Nebr., has heen reelected for another year.

Supt. E. R. Foss of Wabasha, Minn., has been relected for the coming year.

ST

for a fourth term.

—Supt. C. W. Van Cleve of Springfield, Minn.. has been reelected for the coming year.

—Mr. E. G. Tanruther has been elected superintendent of schools at Delhi, lowa.

-Supt. F. B. Andreen of New Ulm, Minn., has been reelected for the coming year.

Mr. J. N. Crocker has resigned as superintendent of schools at Sedalia, Mo.
 Supt. A. D. Hefley of Blanco. Okla., has been

—Supt. A. D. Hefley of Blanco. Okla., has been reelected for another year.
 —Mr. C. A. Templer of Stockton, Kans., has been elected superintendent of schools at Moline.
 —Mr. B. L. Hassell of Trenton, Tenn., has resigned, the same to take effect at the close of the subsel term.

-Supt. R. E. Scott of Richmond, Tex., has been

Supt. W. M. Wilson of Pineville, Ohio, has been

been reelected for the coming year.

Supt. Thomas of Brown City, Mich., has been

reelected for another year, at an increased salary.
—Supt. J. W. Wyandt, of Bryan, Ohio, has been reelected for the fourth term.

reelected for a three-year term.

been reelected for another year.

-Mr. R. W. Handke, Browntown, Minn., has been elected superintendent of schools at Elk River.

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In fact, for all cleaning in classrooms, laboratories, cafeterias, halls, and engine-rooms, OAK-ITE is the best material obtainable.

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Industrial Cleaning Materials and Methods

Mr. Henry McLaughlin of Highland Park,

—Mr. Henry McLaughlin of Highland Park, Mich., has been elected superintendent of schools at Fordson, to succeed H. H. Lowrey.
—Supt. Emil Estenson of East Grand Forks, Minn., has been reelected for a third term.
—The board of education at Wetumka, Okla., has reelected the entire school faculty for the year 1927.
Supt. R. B. Knight was given a substantial increase in salary.
—Supt. James H. Harris of Pontiac, Mich., has been reelected for a three-year term beginning July

-Supt. James H. Harris of Fondac, Mich., has been reelected for a three-year term beginning July 1, 1927, at a salary of \$8,000.00 per year.

-Charles F. Miller succeeds H. N. Sherwood as state superintendent of schools for Indiana. Fred Gladden, for three years a field examiner for the state board of accounts, becomes the assistant super-

intendent of schools.

—Miss Lorraine Hathaway has been reelected superintendent of the Egbert, Wyoming, school with an increase of salary.

-David John Jones, superintendent of schools at Eugene, Oregon, was elected president of the Montana club, a local organization.

—The Edward B. Shallow Memorial Association, organized in New York City on March 7, comprises the superintendents, principals, teachers, and citizens of the city and has for its purpose the perpetuating of the splendid achievements of the late associate superintendent of schools. The plan of the association is to place either a mural painting or a memorial window in one of the new high schools recently planned by Dr. Shallow.

—Mr. S. D. Shankland, secretary of the National Education Association, has been elected president of the Federal Schoolmen's Club of Washington, D. C.

—Charles P. Lynch, superintendent of schools at Lakewood, Ohio, on April 5th, won \$2,400 through a decision of the Ohio supreme court. The court ruled that Mr. Lynch was entitled to increased salary for additional work above his contract price of \$5,000 a year, which reversed a decision of the Cuyahoga court of appeals.

Mr. Lynch's salary had been raised by the Lakewood board of education because of additional work due to the opening of new schools. The state board of accounts held that the increase was illegal and the board of education brought suit for recovery of \$480 paid under the increase. Mr. Lynch then brought suit for the entire amount of \$2,400.

Mr. W. B. Smith of Clarkston, Wash., has elected superintendent of schools at Twin Falls,

Supt. Herman Pfeifer of Harrington, Wash...

—Supt. Herman Pfeifer of Harrington, Wash.. has been reelected for another year.

—Mr. A. A. Slade of Casper, Wyo., has been elected superintendent of schools at Laramie.

—E. M. Blevins has resigned as superintendent of schools at Ritzville, Wash.

—Mrs. L. O. Anderson has been reelected as superintendent of schools at Waterville, Wash.

—Supt. H. E. Rogers of Stevenson, Wash., has been reelected for the next two years.

—Supt. F. M. Lash of Camas, Wash., has been reelected for another two-year term.

—Mr. W. G. Ballentine of Menomonie, Wis., has been elected president of the Wisconsin School Superintendents' Association. Mr. E. J. McKean of Tomah, was named secretary, and Mr. L. R. Creutz, Monroe, vice-president.

Monroe, vice-president.

—Mr. A. W. Crane of Creston, Iowa, has been

—Mr. A. W. Crane of Creston, Iowa, has been elected superintendent of schools at Osceola.
—James A. Moulton of Bear Lake, Michigan, has been elected superintendent of the consolidated school at Hoxeyville, Michigan.
—J. E. Smith was reelected superintendent at Webster City, Iowa, and A. G. Siverson was reelected principal of the high school.
—Max Brail of the faculty of the Central State Normal School, Michigan, was appointed superintendent of the Scottville, Michigan, schools.
—Hugh S. Bonar was chosen superintendent of schools at Manitowoc, Wis., to succeed Elmer W. Waite. Salary, \$5,000.

schools at Manitowoc, Wis., to succeed Elmer W. Waite. Salary, \$5,000.

—R. E. Beebe is the new superintendent of the Naperville, Ill., schools.

—L. A. Baken was elected superintendent to succeed G. M. Norem at Kensett, Iowa.

—W. W. Hart, who after serving twelve years, was reelected superintendent at San Saba, Texas, has resigned. He will be succeeded by G. L. Huckahy.

Huckaby

—E. M. Bleyins resigned the superintendency at Ritzville, Washington. John Goddards was chosen his successor.

—George H. Kreinbring was reelected superintendent at Raymond, Minnesota.

—The board of education of Whiting, Iowa, re-elected Supt. W. P. Ashton.

-Wayzata, Minnesota, retains F. E. Heinnemann as superintendent of schools.

-"Supt. E. C. Broome of Philadelphia, was a small-town man," says the "Public Service" folder of New York City. "He went from East Orange. N. J., with 50,000 people to Philadelphia with 2,000,000. Once in the large city it was easy for Broome to show what manner of man he was. He might have though up, strutted around let his Broome to show what manner of man he was. He might have 'blown up,' strutted around, let his subordinates work, stolen their credit, concealed for a long time his own weakness. What he did do was to win Philadelphia's gratitude. It is worth studying because there are many other men waiting only fields to show their super-leadership."

—The Waukegan, Ill., board of education reclected John S. Clark, superintendent, with an increase of \$1,000 in salary, bringing it up to \$7,000.

—A. H. Ekblad of Grand Forks, N. Dak., goes as superintendent to Columbus, N. Dak., where he succeeds P. J. Broen, who declined reelection.

ceeds P. J. Broen, who declined reelection.
—Supt. Roger Zinn of Clare, Mich., has been re-

elected for another year.

—Mr. Edwyn Pennington of Mt. Pleasant, Mich., has been elected superintendent of schools at Far-

-Mr. F. W. McCarty of Riverdale, Mich., has been elected superintendent of schools at Perring-

-Supt. E. H. Babcock of Grand Haven, Mich. has been reelected for a new three-year term, with a

substantial increase in salary.

—Mr. O. H. Olsen has been elected superintendent of schools at Reed City, to succeed M. J. Crawford. —Supt. W. B. Sheehan of Fennville, Mich., has been reelected for his 23rd consecutive year.

—Mr. H. C. Burnette has been elected superintendent of schools at Nicholasville, Ky., to succeed Mr. L. G. Wesley.
—Supt. L. L. Tyler of Muskegon, Mich., has been reelected for another year.

-Supt. Frederick M. Lash of Camas, Wash., has been reelected for another two-year term. Mr. Lash holds a master of arts degree from the University of Washington and is president of the Clark county unit of the Washington Education association.

-Mr. J. N. Crocker has resigned as superintendent of schools at Sedalia, Mo. Mr. H. U. Hunt has been appointed to succeed Mr. Crocker.

—Mr. P. G. Miller has resigned as superintendent of schools at Staunton, Ill.

-Mr. R. E. Reebe of Mendota, Ill., has accepted the superintendency at Naperville.

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SESCHOOL FINANCE SE

-With a school-building program completed, the Denver, Colorado, board of education believes that

Denver, Colorado, board of education believes that with the sum of \$500,000 added to its annual budget a pay-as-you-go plan can be carried out.

—The Bluffton, S. C., school district has raised money through a bond issue for a new high school. This money was lost in a bank failure at Beaufort last year. The legislature has now passed an enabling act whereby the county takes care of the loss. The bonds issued by the county and bearing four and three-fourths per cent interest, it is reported by Superintendent L. K. Hagood, were sold at par.

at par.

—The village of Harvey, a suburb of Chicago, found itself short of funds which threatened to close the schools. The business men, through the local chamber of commerce, immediately raised \$6,000 with the promise of raising more if needed. C. R. Craig, Jr., the chairman of the board, said that the stringerous was due to a rapid increase in

that the stringency was due to a rapid increase in the school population.

—The schools of San Joaquin County, California, are in trouble. Through some error on the part of the county officials, the treasury is short \$70,000. Over 400 teachers must wait until July 1 for their

salaries.

—The school board of Jefferson City, Mo., voted a levy of \$1 for school purposes and 20 cents for interest debt payments.

—Supt. G. E. Brown of the Greeley, Colorado, schools recently came out in a public statement explaining why the school costs are higher. He attributes the main cause to an increase in the school population, but also notes that property valuations have decreased from \$16,050,220 to \$16,002,930, which necessitates an increase in the rate. He said: "Our increase in millage was two and one-half mills. If our valuation had been raised to equal the additional wealth brought into our district instead of decreased \$50,000, the rate of increase in mills levied would have been much less. School taxes are of two types: special taxes to School taxes are of two types: special taxes to pay for salaries and running expenses, and bond taxes to pay for bonds and bond interest. Our

special tax last year was .0094. This year it was .0109. This is a raise of one and one-half mills. This is due chiefly to our increased enrollment of 354 pupils. Three hundred and fifty-four pupils is a large group—a whole school in itself. Of course that many additional pupils have cost more money."

—The board of education of Erie, Pa., will issue bonds to the extent of \$500,000 for the erection of honds to the extent of \$500,000 for the erection of new school buildings and the repair of old buildings. This is done under the authority of the \$2,500,000 bond issue voted in March, 1925. The \$500,000 bond issue will be spread over a period of twenty-five years, nine payments of \$10,000 each; two of \$15,000; seven of \$20,000; two of \$25,000; two of \$35,000, and three of \$40,000 each.

The school committee of Cambridge, Massachu setts, has asked the legislature to authorize the expenditure of \$5,000,000 in carrying out a comprehensive school-building program.

-Commissioner Ferguson of the St. Paul, Minn. department of education has presented an analytical study of school expenditures intended to show the actual conditions prevailing, and to lead to some necessary change in the financing of the city schools.

The original home-rule charter of the city limited school expenditures to \$6 per capita. In 1919 the \$6 limitation was removed, permitting the schools to receive practically \$12 instead of \$6 per capita. In 1921 the total school expenditures amounted to \$2,424,477, which based on the population of 236,698, gives \$10.24 per capita. In 1922 the per capita tax expenditures amounted to \$10.86. In 1924 it amounted to \$11.40 and in 1925 it amounted to \$11.46.

The charter amendments of 1919 and 1923, while omitting the former limitation on the department of education, merely raised the general tax quota from \$24 to \$30 per capita with a tacit understanding that the extra \$6 should be allowed to the schools. It has been apparent for some time that the total tax quota of \$30 is inadequate for efficiently conducting the city's business. This is especially true of the department of education.

—The Illinois State Teachers' Association, through R. C. Moore, its secretary, has urged that the school fund be increased from one to eight million dollars, in order to provide equality of educational opportunity throughout the state.

—Supt. Everett C. Preston of Johnston. R. 1., has compiled data showing the results of a study of general school finances in twelve towns in Rhode island. The figures show the population of the town, the school population, the per cent of school enrollment, the cost per pupil, the total cost of education, and the valuation per pupil.

The figures show that Warwick has the largest school population, with West Warwick, Bristol, and Westerly closely following. Johnston has a ranking of 6, with 1,812 pupils enrolled.

Of the 12 towns, Westerly, North Providence, Johnston, and Barrington, have the largest per cent of school enrollment. Johnston and Barrington lead with 21 per cent, while North Providence and Westerly follow with 20 per cent. Lincoln was ranked lowest, with 11 per cent enrollment.

In respect to the cost per pupil for instruction, Barrington, Lincoln, and Cumberland report costs of \$76, \$74, and \$71 per pupil, while Westerly follows -Supt. Everett C. Preston of Johnston, R. I., has

\$76, \$74, and \$71 per pupil, while Westerly follows with \$69, and Warwick with \$67 per pupil. The lowest rank was taken by Johnston with \$50.87 per

of the 12 towns, Warwick had the highest cost for education, reporting \$209,316. Westerly followed with \$158,473. West Warwick with \$155,869, and Cumberland with \$142,666. Johnson reported \$92,232, and the lowest on the list was Coventry, with \$60,117.

Barrington had the highest valuation per pupil, \$9,899, while Westerly, Warren, and Warwick reported more than \$8,000 respectively. Johnston was the lowest on the list, with \$4,057.

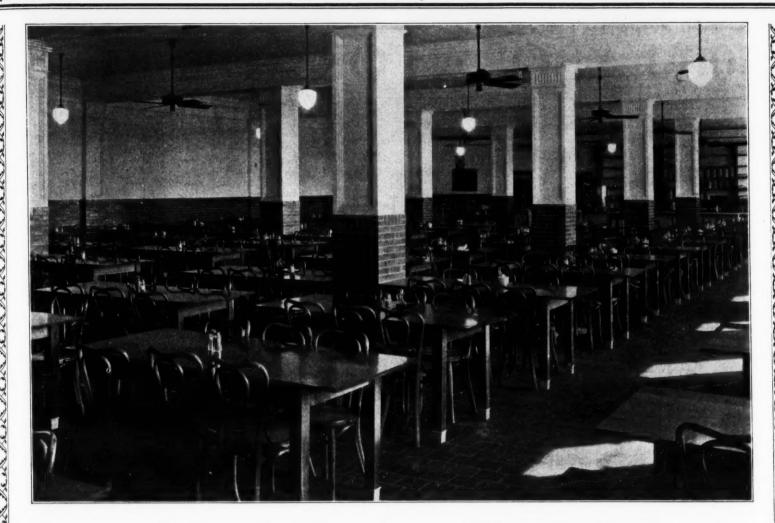
—Bremerton, Wash. At the spring school election, the five-mill school levy was approved by a large majority. A bond issue in the amount of \$40,000 has been approved for a new central school.

\$40,000 has been approved for a new central school.

—The state of Georgia collected \$6,000,000 more in taxes in 1926 than during the year previous, according to a recent annual report of Gen. William A. Wright, comptroller general. The disbursements last year amounted to \$23,927,224 and were distributed among agricultural schools, higher educational institutions, pensions, public schools, normal and technical schools, universities, and various institutions of the state.

The report shows that the income for the public schools was only \$5,000,000, despite the fact that under the law, one half of the total income of the state should go to the schools. Eight million dol
(Concluded on Page 122)

(Concluded on Page 122)



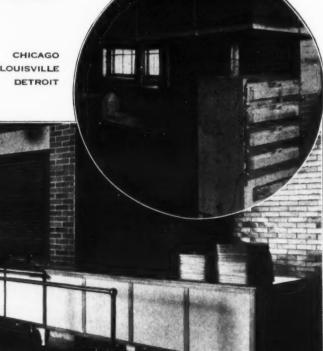
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Lower view, an unusually large cafeteria counter in Charles-ton High School, Charleston, W. Va.

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(Concluded from Page 120) lars more would put the rural schools on a sound

The citizens of Bristol. -Bristol, Va.-Tenn. —Bristol, Va. Tenn. The citizens of Bristol, Tenn., have voted a \$50,000 bond issue. This money is for a new school plant. Superintendent R. B. Rubens has begun plans for the construction of the new building.

—Asheville, N. C. The county school board here sold \$125,000 bond issue, for the Biltmore school, on March 17, to a Detroit-Toledo investment firm.

sold \$125,000 bond issue, for the Bitmore school, on March 17, to a Detroit-Toledo investment firm. Fourteen other companies made bids for these five per cent bonds.

—Abingdon, Va. The Washington county school board was faced with a shortage of funds for the operation of its schools for the present session. A number of schools have already been closed a month early. Some schools are being operated by private subscription and some are continuing their work by unpaid teachers so as to give the boys and girls the best possible opportunity.

—School bonds in the amount of \$5,000,000 have been sold by the state of North Carolina to a syndicate of New York bankers. The bonds bear four and one-quarter per cent interest and will net the investors 4.15 per cent.

—Poplar Bluff, Mo. The school board has taken steps to reduce school expenditures in order to effect a saving of \$5,000 in the year's budget. Plans have been made to eliminate several departments.

—Gadsden, Ala. The board of education has asked the Etowah county board to authorize an elec-

—Gadsden, Ala. The board of education has asked the Etowah county board to authorize an election for voting on a special three-mill tax levy for

—Atlanta, Ga. A charter amendment providing a special tax for school purposes and setting up a plan for divorcement of schools from the city counplan for divorcement of schools from the city council has been approved by a joint committee of the city council and the board of education. The plan provides for the elimination of the present \$1.50 tax rate, and the substitution of a tax rate of from \$1.60 to \$1.75, which is to be divided equally between the schools and the city government. The sentiment of the committee is toward the \$1.75 limit, which would place the schools on a living basis permanently, inasmuch as the income of the schools would increase automatically in proportion basis permanently, mashiden as the income of the schools would increase automatically in proportion to the increased population and increased tax values. Under the plan, there would be an increase in the city's gross income of about \$800,000 annually, with the schools receiving an additional \$400,000 and the city an additional \$400,000. -Carthage, Mo. The annual school levy for 1927 has been set at \$1.75 on each \$100 valuation, which represents an increase of fifteen cents over the 1926

levy.

—Jefferson City, Mo. The school board has asked for a school levy of \$1.20, which is twenty cents higher than last year. An increase in the enrollment has made the additional levy necessary.

—The school board of Oklahoma City, Okla., has adopted a budget of \$1,896,650 for the next year, which is an increase of less than \$50,000 over the budget of last year. The budget will require the tull fifteen-mill levy, with an allowance of one mill for new buildings and additions. An increase of approximately one half a mill is allowed for current school expenses. rent school expenses.

—Jefferson City, Mo. On April 5, the voters were asked to approve an increase in the school levy from 40 cents to 100 cents. An increase in school enrollment and school needs has made the increase necessary.

—The Oklahoma State Board of Education has approved claims of \$1,200,000 from 1,600 districts under the temporary "weak-aid" bill setting aside a fund of \$1,500,000.

The requisitions received totaled \$2,000,000 but the state board was careful to pare the amounts to a practical working basis. The Cherokee district which had asked for \$4,173 was given \$2,800. The Shawnee district, which appealed for \$22,039 was allowed \$10,000, as compared with \$18,000 received under the last weak-aid appropriation. Outside of Shawnee 33 other districts in Pottawatomic county.

under the last weak-aid appropriation. Outside of Shawnee, 33 other districts in Pottawatomic county were allotted special state aid.

—The school board of Bucyrus, Ohio, has found it necessary to borrow \$39,162 in addition to the \$60,000 loan previously authorized, to meet the current expenses of the schools. The loan was made necessary because of a delay in the collection of the December, 1926, taxes caused by litigation over the county tax duplicate. The loan was made in anticipation of the tax settlement from the county auditor and will be repaid as soon as the tax money and will be repaid as soon as the tax money is available.

—The school board of Kansas City, Kans., with the aid of the pay-as-you go plan, has in the last three years expended \$600,000 for new buildings and additions.

—A summary of the accomplishments of the recent legislative session of Arkansas shows a variety of measures concerning authority of county boards of education, improvement of teachers service, and relief measures.

Senate Bill 210 provides that money assigned to an equalizing fund may be distributed by the state board of education according to the school needs of

the community.

Senate Bill No. 44 provides that the permanent school fund may be used as a revolving fund to aid districts which have been unable to borrow money at a rate of interest as low as six per cent. No district borrowing more than \$10,000 may participate in the fund.

House Bill No. 24 authorizes school boards to issue school bonds for deficits accumulated by rea-

sons other than buildings and equipment.

—Pacific City, Wash. A special ten-mill levy and a \$1,000 bond issue for a gymnasium were defeated in the school election on March S.

—A special tax levy of ten mills to raise \$40,000 has been proposed by the school board in order to continue the schools for the remainder of the school

Grand Rapids, Mich. The board of education has adopted a school budget of \$3,338,326 for the year 1927-28. The budget which aggregates about \$33,000 more than was asked last year, is expected to show a reduction in taxation rate per thousand. The budget allows \$2,205,215 for general school purposes and \$1,132,110 for payment of bonds and

—The school board of North Adams, Mass., has protested reductions of \$3,050 made by the city council in the city school budget. The school board holds that it cannot get along with less than \$286, 317, as was originally asked, and has urged that the sums be restored to the schools.

—Harvey, Ill. The public schools have been rescued from their financial plight by a popular subscription of \$12,000 and will be able to remain open until June 17. In March the school board faced a serious lack of funds and contemplated closing the schools on April 22. Later the local chamber of commerce organized a committee to raise a relief fund, with the result that the necessary \$12,000 was raised to carry over the schools until the close of the term. The crisis in the schools was attributed to the rapid growth of the city and the fact that property is reassessed only city and the fact that property is reassessed only quadrennially. The chamber of commerce body was commended by County Supt. Edward T. Tobin for its wonderful public spirit in aiding the schools.

B

These fine new hotels have all installed VULCANS



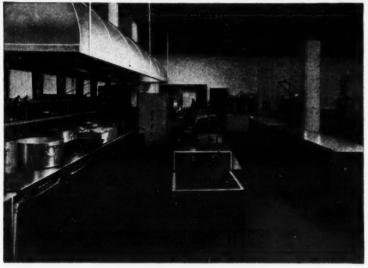
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Chastleton Apartment Hotel, Washington, D. C. Picturesque residential hotel served by Vulcan Hot-Top gas ranges. Installation by Dulin & Martin, Washington.



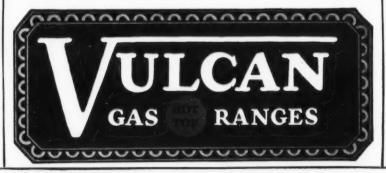
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Arlington Hotel, Washington, D. C. The Vulcans quickly won the kitchen staff's favor. Installation by The Stern Company, Washington.



HotelGeorgeWashington, Jacksonville, Florida. Installation by John Van Range Co., Cincinnati. Ohio.



New Benjamin Franklin Hotel, Philadelphia, Pa. Battery of 31 Vulcan ranges, 3 ovens and 20 broilers. Installation by L. Barth & Company, New York.





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BUILDING NEWS OF THE SCHOOLS

IMPORTANT SCHOOL-BOND SALES OF THE PAST MONTH March to April

CALIFORNIA — San Bernardino Co., Redlands High-Sch. Dist., Miss Ida M. Collins, Supt., San Bernardino, Calif. \$
CONNECTICUT — New Britain, School, 22nd Series, S. H. Holmes, Supt....
INDIANA — Indianapolis, Sch. Dist., Ellis U. Graff, Supt.....
KANSAS — Dodge City, Sch. Dist., O. F. Hite, Supt......
MASSACHUSETTS — Danvers, School, John C. Anthony, Supt...... 250,000 300,000 970,000 250,000 275,000

825,000 Dist.

Dist.

NEW JERSEY — Nutley, Sch. Dist.,
Paul R. Radcliffe, Supt......

NEW JERSEY — Nutley, Sch. Dist.,
Paul R. Radcliffe, Supt.....

NEW JERSEY—Weehawken, Twp., Sch.
Dist. 300,000 646.000 567,000 407,000

NEW YORK — Jamestown, Sch. Dist., M. J. Fletcher, Supt.....

NEW YORK — New York, School Construction, Dr. Wm. O'Shea, Supt...

NEW YORK — Rochester, Revenue (School). H. S. Weet, Supt....

OHIO — Chillicothe, Sch. Dist., Geo. 515,000 12,750,000 600,000 A. Bowman, Supt..... OKLAHOMA — Tulsa, Sch. Dist., P. P. 320,000 Claxton, Supt...... PENNSYLVANIA — Erie, Sch. Dist., 750,000 500,000

John C. Diehl, Supt...

PENNSYLVANIA — New Castle, Sch.

Dist., Clyde C. Green, Supt...

Sch. Diet. 600,000 250,000

500,000

BUILDING NEWS

BUILDING NEWS

-Ventura, Calif. The new building of the Ventura Union High School was recently occupied.

-Bonds in the amount of \$17,000 have been voted in Summerland County, California. The money will be used for the purchase of a site and the erection of a new school.

-Mankato, Minn. On March 26 the voters of the city approved a bond issue of \$400,000 for the

the city approved a bond issue of \$400,000 for the erection of two schools, one a junior high school, and the other a grade school. Mr. George Pass, Jr., of Mankato, has been selected as architect for these buildings.

—Fairmont, W. Va. The board of education has asked the voters to approve a bond issue in the amount of \$940,000 for a new building program. The program will involve the erection of a senior high school, a combination grade-and-high school for colored children, and annexes to two schools. Mr. William B. Ittner, St. Louis, Mo., has been selected as architect for the new buildings to be erected.

—New York, N. Y. From May, 1920, to June, 1926, there were erected 210 elementary, high, and special school buildings providing 254,714 sittings, according to a report by Supt. William J. O'Shea. Appropriations for school buildings during the period were \$161,434,200.

period were \$161,434,200.

—Mr. C. L. Wooldridge has been employed by the Pittsburgh, Pa., board of education to act as consulting engineer in the planning and construction of new school buildings for the city. Mr. Wooldridge will prepare an architect's detailed program for each of the new buildings to be erected and will supervise the preparation of the architect's preliminary sketches and contract plans and specifications. An administration building and a large addition to the Oliver High School are in immediate contemplation.

-Santa Monica, Calif. The board of education

—Santa Monica, Calif. The board of education has asked the citizens to approve a bond issue of \$1,500,000 for new school buildings.

—Boston, Mass. A building program for the year 1927, involving land and buildings, at an estimated cost of \$2,889,587, has been adopted by the board of apportionment. The largest item in the program is a high school for the Hyde Park district, to be erected at a cost of \$1,286,000. During the past year the board expended \$15,118,502 for the maintenance of the public schools.

The school board of Easton, Pa., has honored Dr. Frank T. Clark, a former member of the board, by giving his name to the new recreation field adjoining the Shull Junior High School. Another field has been named in memory of Mr. Charles M. Magee, a member of the board, who died in Juna. 1921. Both of these men had served as president and had given unselfish service toward the betterment of education.

and had given unselfish service toward the betterment of education.

—Kansas City, Mo. The board of education has been obliged to temporarily discontinue its building program for lack of funds. Of \$5,000,000 voted in June, 1925, only \$500,000 remains unexpended, which must be preserved for emergencies.

Of the original \$5,000,000, \$3,000,000 has been expended, and \$1,151,114 is under contract. This leaves approximately \$850,000, but \$350,000 of this amount has been designated for approved projects. In connection with the report on the building fund, Mr. James Nugent, president of the board, commented on the seriousness of conditions in the housing situation. About 21 schools are in need of new buildings to replace inadequate and out-of-date structures. Many of the buildings have insufficient facilities for heating and sanitation.

—The school board of Oklahoma City has begun a survey of building needs for the next year. At least three new buildings have been asked by school patrons.

—Brinkley Ark. The school hoard has sold.

when the school patrons.

—Brinkley, Ark. The school board has sold bonds to the amount of \$110,000. The proceeds of the bond issue will be used for the erection of a high school.

—A state law providing that doors of Kansas school buildings of two or more stories must open outward, has recently been extended to include churches and pool halls, in a bill passed by the Kansas senate. Many minor changes have been made in the law to make it easier of interpretation by the courts. tation by the courts.

—The school board of Tulsa, Okla., has received bids on \$750,000 worth of school bonds. The pro-ceeds of the bond issue will be used for the erection of new buildings and for the building of additions to present structures.

—Boston, Mass. The school board will expend \$2,889,587 during 1927 for new land and buildings, of which \$1,286,000 will be used for a site and the erection of a 36-room school in the Hyde Park dis-

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STANDARD or EDUCATION SINCE

Acting upon the report of the board of apportionment, the board has appropriated \$470,000 for the Mann school, \$226,000 for a school in the Longfellow district, \$200,000 for the reconstruction of buildings in the Warren-Bunker Hill districts, \$81,000 for the Tileston district, and \$71,000 for an addition in the north end. The report on expenditures for land and buildings shows that a total of \$4,317,824 has been expended for lands, plans, and construction of new buildings during the financial year 1926. There is an unexpended balance of about \$1,800,000 remaining in the fund.

—The bond issue of \$60,000 for a new school building at Gibbon, Nebr., was defeated by a vote of 164

—The bond issue of \$60,000 for a new school building at Gibbon, Nebr., was defeated by a vote of 164 to 122. It was cited that nonresident pupils in the school bring in a total of \$7,000 yearly.

—Milwaukee, Wis. A survey recently completed by the legislative committee of the school board shows that fourteen new buildings and additions must be erected at a cost of more than \$4,000,000 in order to provide proper housing facilities. The survey of immediate needs of the schools emphasizes the contention of the school board that redoubled efforts will be necessary for several years to come in order to meet the housing needs. The program of construction will require an expenditure of approximately \$2,000,000 a year.

program of construction will require an expenditure of approximately \$2,000,000 a year.

—Revere, Mass. The position of supervising janitor has been eliminated by the school board.

—Milwaukee, Wis. Investigators of the district attorney's office recently arrested a real estate dealer, and two members of the town of Greenfield school board on charges of bribery. The three men admitted that \$6,400 had passed between them in connection with the sale of a \$23,000 school site. The site was purchased by the real estate dealer, for \$12,000, and offered to the school board for \$23,000. The two board members who asked for shares in the profits of the deal, were each given \$3,200.

-Syracuse, N. Y. Under an agreement between —Syracuse, N. Y. Under an agreement between the mayor and the city engineer, it is proposed to save the city the cost of employing an architect for each new school building by the adoption of a standard plan for grade buildings. The plans of the Glenwood Avenue School, under the proposed plan, will be used for the new school in Eastwood. The adoption of a standard plan for grade buildings, it is claimed by the city officials, will make possible a standard schoolhouse which can be erected on almost any type of site with little

—Omaha, Nebr., The school board has taken steps to float notes not to exceed \$750,000 with the steps to float notes not to exceed \$750,000 with the local banks on a prorated basis in order to meet the financial needs of the schools during the remainder of the school year. The money will be drawn from the banks as needed and the notes will expire August 1.

—Lawrence, Kans. A radical revision of the school-building program is proposed as a result of the failure of the bill providing for a two-mill tax levy for the construction of a new school. A bill intended to amend the law relating to build-

tax levy for the construction of a new school. A bill intended to amend the law relating to building schools by direct levy was passed by the Kansas house, but was killed in the senate.

—Shawnee, Okla. A comprehensive building program to provide for the needs of the school during the next year or two has been presented to the board of education by Supt. H. G. Faust. The program provides for the erection of two 2-room units at the Wilson School, and ten additional rooms at six other buildings to meet the increased demand other buildings to meet the increased demand

AN ARGUMENT FOR THE ALL-YEAR SCHOOL

SCHOOL
Schools are accepted as social institutions doing a work of society. The purpose and function of these schools is to routine acts of the community so that the community may conserve its time and energy for other important matters affecting the general welfare. Just as it is necessary for an individual to change his habits and substitute new ones for old, so it is necessary for social institutions to cease to function after established pattern and adjust themselves to different habits. Society is changing, it is ever in a state of flux. Social and adjust themselves to different habits. Society is changing, it is ever in a state of flux. Social institutions are constantly forced to readjust institutions are constantly forced to readjust themselves to these changed conditions and the all-year school is an attempt on the part of society's institutions to readjust itself to new, changed, and more complex conditions than the traditional school was able to contend with successfully. In other words, there is more opportunity in this type of school to attain social efficiency than in the traditional school. Can this type of school be interpreted to the public with more force and clarity than the traditional type?

—STANLEY H. ROLFE, Newark, N. J.

for space and equipment. The school board estimates there is an increase of 200 pupils each month and that the increase for next year will reach fully pupils.

and that the increase for next year will reach fully 600 pupils.

—Greensboro, N. C. The school board has purchased sites for three grammar schools as the first step in the opening of its new building program. The group plan of architectural planning and supervision has been approved for use in all school-construction activities.

—A study of the school expenditures of St. Paul, Minn., indicates that the major part of the increase during the last decade has been made in the last five years, which would indicate that the increase in school population is in the ascendency. Translating this into teachers and money, it means an annual increase of thirty teachers, or approximately \$50,000. It means further the erection of a 30-room school building every year, costing approximately \$350,000, the purchase of new equipment, added janitorial and maintenance expense, and other items.

expense, and other items.

Since 1916 two bond issues, totaling \$8,000,000 have enabled the school authorities to replace old structures condemned as unfit for school purposes, to purchase new sites and to erect new buildings and additions to care for the growth of the school system.

Summarizing the entire building activities, it is indicated that under the \$8,000,000 bond issues:

20 additions to existing buildings have been made. 29 new buildings erected, of which seven were

replacements.
8 old buildings were remodeled.

36 new sites were purchased, and three additions to old sites.

In this tabulation are included eight junior high-school buildings costing approximately \$2,400,000. Another junior high school now in process of erection will cost \$260,000.

Of the eight junior high-school buildings, four are first units with provision and plans for later additions. All of these buildings are filled, hence considerations of additions must soon be undertaken.

—Okmulgee, Okla. A bond issue of \$250,000 was approved by a ten-to-one vote. The building program for the next year calls for the erection of

(Concluded on Page 128)

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We have been permitted to see a letter written by one successful Superintendent to another — a friend, who had sought his advice as to what Laboratory Furniture to install.

We quote from the letter:

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This table accommodates four students at one time, furnished also for two students if desired. With or without attached swinging stools.





(Concluded from Page 126)

two grade schools, an addition to the high school, and additions to several grade schools.

—Brighton, Colo. The board of education has completed the erection of a high school having accommodations for 400 students. The building was occupied March 7 following special evergiess in both the pied March 7 following special exercises in both the

old and new buildings.

-New York City will begin the construction of —New York City will begin the construction of a special sort of playground which is to be adapted to the peculiar conditions of population congestion in that city. The playground which is six stories high, will be built in the form of terraces, with open-air ramps leading to each level. It will contain an auditorium, dance hall, swimming pool, gymnasium, and bowling alleys, together with complete playground equipment for small children. Altogether the playground will cover over 100,000 square feet of open-air space and about 127,000 feet quare feet of open-air space and about 127,000 feet

square feet of open-air space and about 124,000 reet of indoor space.

—New Castle, Pa. The proposed building program of the school district for 1927-1928 will involve an expenditure of more than a million dollars. It will include one junior high school, one elementary school, an addition to the senior high school, and one to a grade school.

—The contract for the new De Witt Clinton High School was awarded by the New York City board of education to the lowest bidder at \$2,572,000. When completed it will accommodate 5,134 students and will be the second leavest high dents, and will be the second largest high school in the United States. The Cass high school in Detroit, Michigan, which is the largest, has a pupil capacity of 5,500.

-The Kalamazoo, Michigan, board of education

has placed fire insurance policies on its school buildings amounting to \$3,948,000.

-The new \$53,000 school at Anna (near Sidney Ohio, was opened with dedicatory ceremonies. F. A. DeCurtains. the architect, made the presentation. Dr. D. R. Millette, president of the board of education, made the response. The principal address was delivered by J. J. Richeson, superintendent of the Youngstown schools. Among the speakers that followed was J. H. Henke, county superintendent, and L. L. Louthian. state highschool inspector.

—The new Benjamin Franklin school at Fargo. N. Dak., was opened by E. G. Clapp, president of

the board of education who delivered a dedicatory address. The guests were received by Supt. J. G. Moore and Principal Amanda Halvarson.

—The new Nicolet school at Menasha, Wis.. was opened with dedicatory ceremonies. Mayor N. G. Remmel of Menasha, and M. H. Jackson of Madison, members of the state board of education, were the speakers.

—At the dedication of the new George T. Rankin School, Akron, Ohio, Dean W. J. Banks of the University of Akron, and Supt. George E. McCord were the principal speakers. George T. Rankin, after whom the school was named, was present and greeted visitors.

The new rural high school at Abbeyville, Kansas, was opened with music and oratory. President J. A. Birket of the board of education presided. The principal speakers were J. E. Edgerton, state supervisor, W. E. Sharp, county superintendent, and and Dr. D. W. Kuntz, president of McPherson

College.

-W. D. F. Snips, superintendent of county in struction, and Omer Carmichael, supervising princi-pal, were the principal speakers at the opening of the Thomas A. Edison School, Tampa, Fla.

—The high school of Eugene, Missouri, which was completed two years ago, was not dedicated until recently when Governor Sam A. Baker made the dedicatory address. A banquet and basketball game followed.

-The new high school at Bolivar, Missouri, was opened with an address by Supt. J. N. Study of Springfield.

—Mt. Vernon. N. Y. The board of education has taken steps toward a new building program to involve seven propositions and to cost \$884.500. The question was submitted to a vote of the citizens at an election held on May 3. The largest item in the program is an addition to the Wilson School No. 6, to cost \$335,000.

-Keyport, New Jersey, has for a third time defeated a proposition to erect a high-school building. It was the opinion of the voters that a more economical building ought to be erected.

—The school board of Muskegon, Mich., has sold \$250,000 in school bonds to the Harris Trust & Savings Bank of Chicago. The bonds bear an interest rate of 4½ per cent and are of a serial maturity extending over a period of 24 years.

-Camas, Wash. Bonds in the amount of \$65,000 have been voted for the erection of a grade school, and improvements on the schools.

—The junior high school at Rockland, Mass, burned on January 25. The school is being conducted in the senior high-school building by an arrangement which provides for a double session, the senior high school using the building from 8 until 12, and the junior high school from 1 until

5 p. m. A special committee has been appointed to handle the problem of a new structure.

—Cleveland, Ohio. The school board has changed the name of the Rawlings school to the Louis Kossuth School, in honor of the Hungarian patriot.

—The school board at Tullahoma, Tenn., has disposed of a bond issue of \$58,000 to J. W. Jakes & Company, of Nashville. The proceeds of the bonds will be used for the erection of a colored school and a high school.

-Racine, Wis. The voters have approved a bond issue of \$840,000 for a new high school in Washington Park. The proposition had been opposed in some districts because it was believed the amount

-A Kansas law that doors of school buildings of two or more stories must open outward, has been extended to all public buildings, in a bill just passed by the state senate. The bill amends thirteen sections of the laws concerning fire protection and makes minor changes in the law.

—Youngstown, Ohio. Supt. J. J. Richeson has submitted a new two-year building program to the board. The program involves an expenditure of more than \$1,000,000.

-Newark, N. J. A building program, involving an estimated cost of \$5,000,000, has been submitted to the building committee of the board of education by Supt. David B. Corson. The program includes recommendations for the erection of new buildings and additions and the acquirement of land for schools and for playground space. Three new buildings provided by a \$2,000,000 program authorized last year have been started.

—Pittsburgh, Pa. The board of education has awarded the contract for the excavation and foundation work on the new administration building.

The Boston school committee will expend \$2 889,587 for new school buildings this year.

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NEWS OF THE

A citizens' organization has been formed at Indianapolis, Indiana, to oust the majority faction of the board of education. The board dropped Supt. E. U. Graff without giving reasons for doing so. Joseph F. Thornton has been installed as act ing superintendent.

-The school boards of Defiance County who convened at Defiance, Ohio, voted against the county unit system of school government. The discussion was led by Edward Kammayer, Washington township; P. W. Bilderback, Jewell; and P. H. Underhill, Mark Center.

The fifteen candidates for membership in the St. Louis, Mo., board of education were requested by a citizens' committee to publicly state their position on school policies. Among the questions propounded is one which asks: "To what extent are a citizens' committee to publicly state their posi-tion on school policies. Among the questions pro-pounded is one which asks: "To what extent are you willing to let interested citizens participate in the affairs of the school board?" This question is prompted by the fact that the present board has, under certain conditions, defended executive sessions.

admitted citizens nationalities received their naturalization papers in the presence of 500 citizens at Omaha, Nebr. President Edward R. Burke, one of the speakers on the occasion, said: "I think that the best way to determine the qualification of a new citizen is the influence he exercises over his children at home. The home has lost much of its influence in our country. The American child should be brought up to respect and obey the biblical injunction to honor its parents, but how can this be expected when parents fail to win the respect of the children?"

—The Oklahoma Education Association has gone

—The orwand sorvention of the school board.

The annual conference of the school-board presidents and secretaries of the county was held at Springfield, Mo., under the direction of Supt. Charles W. McCroskey.

-The annual convention of the school boards of Shawmut, Kansas, held at Topeka, was addressed by W. A. Stacy, assistant state superintendent. —New York, N. Y. The board of education has

adopted a new rule governing future legislation adopted a new rule governing future legislation introduced at Albany affecting the New York school system. The rule requires that bills to be introduced at Albany affecting the local board of education, shall be approved by the board before presentation at Albany. Failure to secure such approval will mean the loss of the support of New York City educational authorities.

—A bill now before the legislature of Oregon provides for a state board of education of seven members, all laymen, each to serve seven years, and appointed by the governor. The state superintendent of schools is the executive officer of the board under the provisions of the measure.

Under the bill, the board will prescribe courses of study for grade and high schools excepting those of Portland and will make and enforce rules and

of Portland, and will make and enforce rules and regulations for the improvement of the state-school

regulations for the improvement of the state-school system. The members of the board will receive ten dollars a day and traveling expenses.

—New York, N. Y. The board of education has under consideration a plan of group insurance for employees. The auditor of the board has communicated with each employee in the educational service to ascertain whether they are interested in the proposition, and to determine whether a sufficient number would be willing to assume the insurance. If the plan goes into effect, it will require that a If the plan goes into effect, it will require that a few employees shall be designated as clerks to take care of the records, receive premiums, and transmit

premium checks.

—In order to bring out the school-election vote in St. Louis, Mo., a citizens' school-board committee launched a speaking campaign. Addresses were de-livered in the several civic and social clubs of the city. In Milwaukee, ward clubs were organized and

a campaign of publicity in behalf of the school election was inaugurated.

—The primary election at Great Bend, Kansas, developed that John Thompson and Albert Frankhouser were a tie on the vote for the school-board sixth candidate. The two candidates drew straws as to who would remain on the ticket. John Thompson won.

-A study of the membership of the county boards of education in North Carolina was recently made by Rawleigh Lewis Tremain of the University of North Carolina, as announced by the United States bureau of education. Ninety-three per cent of the members of the county boards are shown to be natives of the state. The median age of the mem-

bers is approximately 50 years, and their education ranges from one with no formal schooling to 31 who are college graduates. Practically all, it is said, are members of a religious organization. More are connected with farming or merchandizing than with any other occupation. The median value of the property held by them is estimated at \$15,735, and the median annual income at \$2,781. Slightly more than half have previously held some other public position, and 26 are engaged in other public service, it is reported. The median number of years served on the board of education by these members

served on the board of education by these members is between three and four years.

—The county school-board convention held at Enid, Oklahoma, was addressed by M. A. Nash, state superintendent, Dr. Paul L. Vogt of the University of Oklahoma, and E. D. Price, superintendent of the Enid schools. The meeting was conducted by County Supt. C. L. Dalke.

—Okmulgee, Okla. The board of education will remain unchanged during the next two years by reason of the fact that no one filed for the vacancies caused by the expiration of terms of three members. Failure to comply with the law means that the

Failure to comply with the law means that the three members now in office will remain for four

three members now in office will remain for four years. The board at present organized comprises Dr. S. B. Leslie, Dr. Roy H. Ellis, Mr. Charles Wilson, Dr. W. M. Cott, and Mr. John M. Robe.

—The members of the Newark, N. J., board of education have offered the school superintendency to Dr. Payson Smith, state school commissioner of Massachusetts. The board some weeks ago announced that it would not renew the contract with Sunt. David B. Corson, whose term expires in June. Supt. David B. Corson, whose term expires in June. Dr. Corson's salary was \$12,000 a year, but it is reported that a higher salary would be paid to a high-class educator.

—New Castle, Pa. Under the direction of Supt.

C. C. Green and the board of education, a survey of the business methods of the district has been

of the business methods of the district has been made, which has resulted in a reorganization of the executive staff of the school system.

—Cleveland, Ohio. The board of education has approved a recommendation for a new school-administration building. A bond issue will be submitted at the November election for a monumental structure, to be consistent with the dignity of the Mall and a fitting recognition of the place of adu-Mall and a fitting recognition of the place of education in the community. The building will provide office room for the headquarters staff and probably classrooms for 1.000 students.

(Continued on Page 133)

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(Gurlitt) (4) March (Gurlitt) . . .
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Waltz (Schubert) (3) Scherzo
(Gurlitt) (4) L'Arabesque (Burgmüller (5) Tarantelle (Saint-Saëns)—VICTOR ORCHESTRA.

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Berceuse (Järnefelt); Praeludium (Järnefelt)—victor orchestra.

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Chant du Rossignol (Song of the Nightingale) (Filipovsky) — On piccolo by CLEMENT BARONE; Autumn (Thomas) — On harp by LAPITINO.

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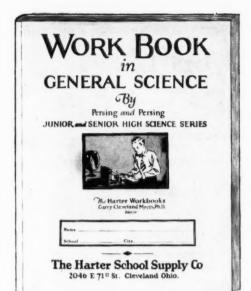


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CLEVELAND — OHIO

-St. Louis, Mo. The Steuben Society of St. Louis recently presented to the board of education charges that the history books in the schools contain followed a special state. tain falsehoods spread by war propaganda. The charges are contained in a pamphlet entitled "Poison in School Books." The society asks that the objec-

in School Books." The society asks that the objectionable matter be corrected or eliminated.

—Des Moines, Ia. The board recently received bids for 1,500 articles needed by the schools during the coming year. The total contracts amounted to between \$70,000 and \$80,000. The articles included penalls, bindegarton and physical education, support pencils, kindergarten and physical education sup-

plies, and other materials.

—Boston, Mass. Mr. W. G. O'Hare, a member of the school board, has introduced two resolutions in the board which seek to control propaganda in foreign tongues. The first resolution requires that foreign tongues. The first resolution requires that the superintendent report to the board upon all non-English lectures, talks, or oral discussions of any kind which have taken place, are taking place, or are contemplated in school buildings. The second resolution requires that the superintendent recommend a policy as to the further continuance of non-English lectures, talks, or other oral dis-

—Topeka, Kans. The school board has asked the city authorities for permission to install and operate electric traffic signals on one of the busy streets near the high-school building. The signals will be operated by the electric clocks of the school and will set at "stop" while classes pass between the two buildings.

—Decatur, Ill. Petty thievery and small depredations about the school buildings have caused the board of education to offer a reward of \$50 for information leading to the apprehension of the guilty parties. At one school, stones thrown through the windows caused a repair bill of \$35.

—Iron River, Mich. The board of education -Topeka, Kans. The school board has asked

—Iron River, Mich. The board of education was made defendant recently in a \$10,000 suit filed by the architectural firm of Van Leyen, Schilling & Keough, who claim that they were legally hired to prepare plans and specifications for the junior high school now under construction. The the junior high school now under construction. The Detroit firm asks five per cent of the cost of the school, the same as the Lansing firm, later employed, received. It appears the board of education rescinded its action of May, 1923 under which the Detroit firm was employed, and in June, 1926 employed Judson Churchill of Lansing.

Gary, Ind. The board of education has moved its executive offices temporarily to the primary building just completed at the Emerson school. The present quarters will be used until next fall when the offices will be moved to the west unit of the Horace Mann School.

Horace Mann School.
—Bloomfield, N. J. The members of the board of education were recently given a demonstration of the audiphone, a scientific instrument for testing aural ability. Six pupils of the school were used in the demonstration. The board members, the medical inspector, and the school faculty were impressed with the machine's work and regard it as a useful instrument in detecting deafness among school shildren.

school children.

—The house of representatives of the Massachusetts legislature has killed a bill to increase the membership of the Boston school board from five to seven.

The board of education of Kearney, Nebr., has —The board of education of Kearney, Nebr., has disapproved a bill before the state legislature, which proposes to decrease tuition for high-school students from \$3 to \$2.50 per week. The board holds that no nonresident pupil can be educated for less than \$3 per week.

—The board of education at Springfield, Ill., has employed schoolboy patrols in the control of traffic near school buildings.

—Chillicothe Ohio. As a result of the combined

mear school buildings.

—Chillicothe, Ohio. As a result of the combined action of the village and rural school boards of Ross county, it was voted to retain the same school hours, namely, from S:30 a.m. to 3:30 p.m. It was felt that a change to eastern standard time would make it too early for pupils to start from farm homes for schools miles away from their homes.

—On June 1 the city of Tacoma, Wash., will operate on a new city charter. Six days later Mr. A. A. Rankin and Mr. R. Lester Kelly will take their seats on the board of education of Tacoma District No. 10. The changes were made possible

THE CONTENTED TEACHER

No school board has reached its possibilities in management and oversight, and no superintendent has placed himself in the front rank of his profession, until there is in the school under his charge an efficient, contented, trained, and cooperating corps of teachers.—M. R. Little, Jr., Louisville. Georgia.

as the result of a recent election when 13,000 voters expressed themselves as approving out of a voting strength of 42,000.

—St. Louis, Mo. The citizens' school-board com-

—St. Louis, Mo. The citizens' school-board committee recently organized a "tell your neighbor" campaign to educate voters on the importance of voting at the April school-board election. It was shown that only one-fourth of those voting in the city election two years ago had voted for members of the school board, thus revealing the need of such a campaign.

campaign was conducted by the committee The campaign was conducted by the committee through various agencies affiliated with it, and with the aid of members who covered their neighborhoods in a house-to-house effort. It included complete arrangements for a speakers' campaign to cover luncheons, clubs, organization meetings, and similar gatherings of a public nature.

—The governor of Oklahoma has signed a bill to determine the method of electing school beards.

to determine the method of electing school boards in independent school districts. Under the new law, all candidates who have filed for the April election, will be voted by the entire district. Under the bill, school-board members will be elected at large instead of by election from each ward.

-Governor Fuller of Massachusetts has returned do the legislature a bill providing that the salaries of the three Boston schoolhouse commissioners shall be fixed by the school board with the approval of the mayor, on the basis that it would involve the school board in politics and make political plums of places on the board. The governor has asked that the bill be changed by having the salaries fixed by the reverse and the site required. by the mayor and the city council.

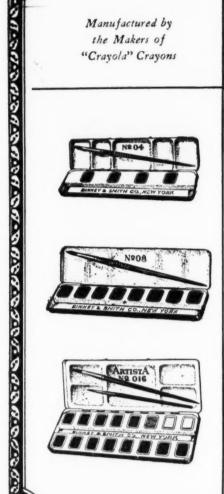
—Mr. I. N. Davenport and Mr. Fred Hoerner, who retired as members of the board of education of Dubuque, Iowa, on March 24, were surprised to find tributes for the fitting manner in which their services were rendered during their terms of office. Each of the retiring directors found a brief case with a fitting card of thanks enclosed.

-Rural and village school boards of Ohio will —Rural and village school boards of Ohio will benefit from a bill introduced in the lower house of the state legislature. The bill, if passed, will increase the compensation of rural-school directors allowing them to draw \$2 for each meeting of the board not to exceed twelve regular meetings. It also provides an allowance of a like amount for village school directors for not to exceed twelve meetings. meetings.

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—The committee on education of the New Hamp-shire state senate has approved the Concord bill providing for the election of members of the board according to the Australian ballot system. The present bill does not go as far as the original bill, which provided that members of the board of education should be chosen annually at the state and

cation should be chosen annually at the state and city elections.

—Cambridge, Mass. The mayor has been authorized to ask the legislature for permission to borrow \$5,000,000 outside the debt limit for school purposes. This amount is recommended necessary to carry out several building projects for housing the

Saugus, Mass. The school board has rejected —Saugus, Mass. The school board has rejected a motion to abolish the position of school mechanic. It was brought out that the constant supervision of school buildings has kept the buildings in good repair and has resulted in substantial savings to the

Cambridge, Mass. The local public-school association was bitterly attacked recently by the school board for "butting in and being meddlesome." The board took a defensive attitude on recent criticism of high-school substitutes and the superintendent's dealings with the teachers' advisory council. The association was denounced for attacking the qualifications of substitute teachers and for allowing its president to announce an executive meeting to discuss the superintendent's dealings with the teachers' council council.

-County Supt. Jean Todd Fredson of Mason —County Supt. Jean Todd Fredson of Mason county, Washington, received returns announcing the election of the following school directors: Reservation, Fred Hanson; Oakland Bay, Mrs. Myrtle Lindsey; Union City, Mrs. Lucinda Lovless; Oyster Bay, Mrs. Annie Whitner; Fahuya, Mrs. Alma Rendsland; Hoodsport, Mrs. Harriet Sater; Southside, Harry Hurst; Middle Snohomish, E. Wolf; Pottach, Mrs. A. E. Hillier; Victor, Mrs. Bess Medley; Grapeview, John A. Benson; Harstine, Lee Carlson; Cloguallum, John Whiting; Lilliwaup, S. R. Moffett; Shelton Valley, Mrs. Fay Bennett; Shelton, Mrs. Irene S. Reed.

—The school election at Eatonville, Washington, is to be determined by the court. H. S. Previtz

--Ine school election at Extonville, Washington, is to be determined by the court. H. S. Previtz received 244 votes and F. C. Van Eaton 245. One ballot is said to have been marked with an X opposite the name of Van Eaton, but had a sticker bearing the name of E. D. Hodge over the name of Van Eaton. This ballot was counted for Van

Eaton. The day after the election the election officials, C. L. Walker, William Wingard and H. P. Bergman, are said to have recalled the ballot in question and on it will hinge the suit, if carried

Oconto, Wisconsin, the showed a lack of candidates. Owing to a controversy between the school board and the faculty no cared to make the race. Papers were finally for V. J. O'Kelleher to succeed himself, and filed for V. J. O'Kelleher to succeed himself, and Donald S. Dewitt, who were elected without oppo-

-A discussion arose at a recent meeting of the board of education of Fall River, Mass., over the future name of the B. M. C. Durfee high school. When the question of the printing of diplomas was discussed, Rev. Francis Quinn, a member, moved that the name be changed to that of the Fall River high school. Vigorous opposition followed and when it was discovered that the necessary four out of seven votes could not be secured, the motion was withdrawn. was withdrawn.

—The new members of the Fordson, Mich., board of education are Daniel Horgan and Frederick J.
 Cordts. Mr. Horgan was elected president.
 —Carl Nystrom is the new member of the Van-

couver, Wash, board of education. In the absence of an election the appointment was made by Super-

of an election the appointment was made by Super-intendent Albert Krohn.

—Dr. M. M. Everett, John T. Greenwood, and John T. Wood were reelected to the Geneseo, Ill., board of education without opposition.

—In response to legal action, the court at Pitt-ston, Pa., changed the school-board membership of Hanover township by appointing James Hiscox in place of David Richards, William Bullock in place place of David Richards, William Bullock in place of Patrick F. Boyle, Sterling Smith in place of P. J. Lenahan, William North in place of William H. Morris, Charles Yabroski in place of John A. Reilly, Michael Gallagher in place of William B. Delaney, and Phalin H. Henry in place of James J. Curry. On an appeal to another court, the school-board members were changed as follows: James History in place of David Pichards. William Bril board members were changed as follows: James Hiscox, in place of David Richards; William Bullock, in place of Patrick F. Boyle; Sterling Smith, of William H. Morris; Charles Yabroski, in place of J. A. Reilly; Michael Gallagher, in place of W. B. Delaney, and Phalin P. Henry, in place of J. J. Curry, for the following reasons: "The appointment of school directors to fill the vacancies existing must under the law be made by the court, which

in my opinion signifies the entire court, or a majority thereof, regularly convened, and not any one

The several schools of Shawnee county, Kansas, met at Topeka. W. A. Stacy, assistant state superintendent, discussed school legislation. Will J. French spoke.

—Dr. E. E. Mose was elected a member of the board of education of Arlington, Washington.

—President George J. Ryan of the New York City

—President George J. Ryan of the New York City board of education, was the guest of honor at a dinner given by his school friends at the Princeton club. Among those present were Supt. William J. O'Shea, Secy. Joseph Miller, Jr., of the board of education. Chairman Friedsam paid tribute to President Ryan's service as a member of the Friedsam Commission and in response President Ryan returned the compliment. Others of the speakers told of President Ryan's many services to the schools.

-Mrs. Gertrude Ames succeeds Mrs. Helen Hayden as a member of the board of education of Rockland, Mass. The other two members are Carrol A. Easton who serves as chairman, and Patrick J. Ford who acts as secretary.

—Dr. Fred Morris was ousted by the court as a member of the board of education of Atlanta, Georgia, on the plea that he was a nonresident. He will be succeeded by J. H. Landers.

—The new textbook law of Texas gives the governor a free hand in the appointment of a commission. The old act prescribed the number of teachers that had to be appointed. "It is not unlikely" says the *Dallas News* "that teachers will not constitute a majority of the commission that he appoints. A selection of textbooks by a commission of laymen would be a novelty. The layman, one can readily imagine, will be more sensitive to economic readily imagine, will be more sensitive to economic and less to pedagogical considerations than a teacher, which is probably the reason animating this noteworthy provision of the new textbook law. Another provision hardly less noteworthy, but the reason for which will not so easily be found, is that prescribing the information which publishers must supply on bidding for contracts. In the form of an affidavit filed with the secretary of state on or before the date fixed for opening the bids, they must give the names and addresses of all persons whom, during the year preceding, they have employed to aid them in getting contracts, as well (Concluded on Page 136)

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(Concluded from Page 134)

as the names and addresses of persons employed to aid them in getting contracts of the preceding year's letting. Nor is that all. If they should employ help between the submission of bids and the letting of the contracts, the names and addresses must likewise be given, and of course before the letting of the contracts.

of the contracts.

—The question of a proper distribution of the purchases for schools was discussed at a recent board-of-education meeting at Fremont, Ohio. It was particularly directed to Supt. E. F. Schweikart. Dr. B. O. Kreilick, president of the board said: "I'd like to see the business equalized among our businessmen. They are all taxpayers and entitled to an equal share of our patronage. There may be some good reason for buying this athletic equipment in Toledo, but if the same equipment can be bought in Fremont of Fremont businessmen who pay taxes and support our athletic teams, I believe pay taxes and support our athletic teams, I believe it should be bought at home. I haven't any axe to grind, but I do want to see the business of our schools equalized among our own businessmen."

The appointment of a state superintendent for a term of six years by a board of education consisting of seven members is provided in the Reed bill now before the Michigan state legislature.

—The school-official-removal bill, which seeks to empower the governor to remove school officials from office, with just cause, has been passed by the Michigan senate. The bill now goes to the house and to the governor for signature.

-Conrad, Iowa. Reductions in the salaries of the superintendent and the faculty members have been made by the board of education. The superintendent of schools was reduced from \$2,800 to \$2,000, and the principal from \$1,800 to \$1,600.

—Washington, Pa. The headquarters for the superintendent and the board of education have been removed to the new building of the Washington Trust Building.

-The Supreme Court of Pennsylvania has reversed a decision of the Court of Common Pleas of Delaware county in the case of the Prospect Park school board.

In the original case the lower court found that the school board of Prospect Park has violated the provisions of section 708 of the state law by pur-chasing coal in excess of \$1,300 worth without publication in accordance with the law. In conse-

quence of this decision, three of the school directors

were removed from office.

The Supreme Court has decided that coal is not "school apparatus" or "other supplies . . . necessary for school use" but rather belongs to "grounds and buildings" under article six, which provides that the board of school directors of each district shall provide the necessary grounds and suitable that the board of school directors of each district shall provide the necessary grounds and suitable school buildings. Such buildings must be constructed, equipped, and furnished in a proper manner. The court held that, while the purchase of coal is not the "furnishing" of heat, it is necessary to the "maintenance" of the school building in a proper manner. The court also ruled that the three school-board members had been wrongfully denrived

proper manner. The court also ruled that the three school-board members had been wrongfully deprived of their office and that a fundamental error had been made by the inferior court.

—Bristol. Tenn. The membership of the city school board here was changed at a meeting of the city commissioners on April fifth. Each city ward will be represented by two members but the tenure of office of each member is so arranged that the terms will expire at different times, thus bringing into the board new members gradually. It is the plan to retire the oldest members in point of service first.

—Mr. James H. Ross, secretary of the school board of Bremerton, Wash., has been reelected for

the ensuing year.
—Madison. Wis. the ensuing year.

—Madison. Wis. Because students at the Central High School are "too active" during the noon hour, the school board has voted to reorganize the hours so that only a half-hour recess will be given at noon. Complaints had been made that the students crowded the corridors and groups took "joyrides" during the noon period.

—Franklin. Ind. By contracting with teachers whom it is desired to retain for another year, in advance of the new teacher-tenure law, the school board will defer for one year a decision as to who shall and who shall not become permanent instruc-

shall and who shall not become permanent instruc-

The new law provides that any teacher who has taught in any school for five years or more, and is reemployed, may not be removed from her position unless charges are brought. Evidence must be submitted to show that the teacher has been guilty of immorality or insubordination, or has been inefficient as an instructor. By respectiving teachers. cient as an instructor. By reappointing teachers immediately, the school officials are given a year's time to study the matter and to decide which teachers are worthy of permanent tenure.

—Mayor W. F. Burres of Urbana, Ill., has served notice on F. E. Williamson of the board of education, that beginning with April, the city will no longer pay its share of the expense of a school nurse. The school authorities believe that a nurse is needed in the schools and is prepared to place the is needed in the schools and is prepared to place the nurse on the staff.

-Boston, Mass. The school board has considered the adoption of a rule that English be the only language permitted in addresses in school assembly halls. Mr. Wm. G. O'Hare, a member, who proposed the rule, said he was not opposed to free speech, but believed that in the interest of Ameri-

speech, but believed that in the interest of Americanism, English should be the only language used.

—Omaha, Nebr. The school board has discontinued the summer-school plan in order to keep within the budget for the year. In lieu of the former plan, the board has allowed the principals to conduct summer schools and to charge a tuition fee to pay the salaries of the teachers. The estimated cost of operating summer schools at the three high schools is \$30,000.

-The school board of Council Bluffs, Iowa, is determined to eliminate fraternity activities in the high schools. Eleven students were recently reprimanded and punished following an investigation of high-school fraternity affairs incident to a campaign against Greek letter societies and their social paign against Greek letter societies and their social functions. Ten of the students were denied recognition in extracurricular activities, and the eleventh student will not be allowed to graduate in June, although he will be given a diploma. All the students were guilty of disregarding warnings of the board and attending fraternity dances.

The board has issued a warning that students who disobey the rules of the board and disregard the principles of democracy in the high school will be subject to immediate punishment.

—Governor Paulen of Kansas has vetoed a bill in the state legislature which would have required students residing in one county, but attending a high school in another county, to obtain permission of their resident county commission before they may make the home county pay the tuition.

State Supt. Charles A. Howard of Oregon has issued a warning that school boards use every effort to prevent the exploitation of school children for advertising purposes. Complaints had been received that some of the schools were being used for advertising purposes.

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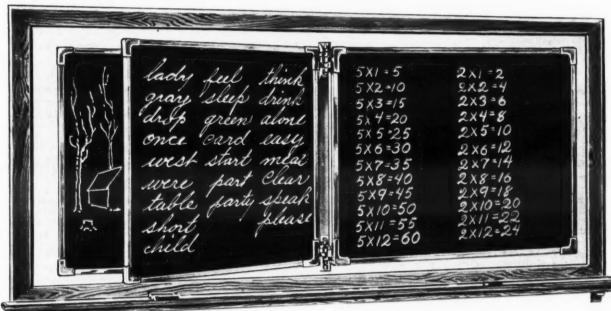
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Winners will be announced in the September issue of the American School Board Journal.

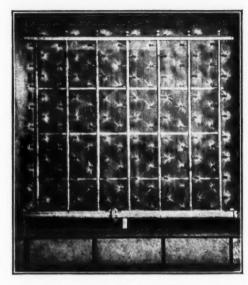
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RESEARCH ON EDUCATIONAL METHODS

—Educational research is favored by the United States bureau of education. A statement recently issued is to the effect that "the teacher, the principal, the superintendent are often looked upon as theorists, with little, if any, understanding of life as it really is. This stage in the development of education is rapidly passing.

"The fact that it is passing is due largely to the widespread interest in research into educational problems of all kinds. Research aims to discover truth; it is not satisfied with a priori reasoning, nor with subjective judgment, nor with mere speculation based upon insecure and unproved data. Educators everywhere are looking for facts, for truths upon which to base educational reforms.

"Much research can be carried on only in the classroom where the process of education is actually taking place, where the conditions are normal, and where all the agencies concerned are functioning as they usually do. In many ways it is this kind of research that promises the largest returns for improvement of practice.

"Examples of such research problems for the classroom are: (1) Which of these two methods is more effective in reducing tardiness, keeping in after school those who are tardy or making the first period in the morning very attractive? (2) Are the results in actual achievement greater when some time is given to teaching pupils how to study than when they are thrown on their own resources? (3) Do pupils gain appreciably more from five periods a week than from four if the same content and method are used and other things are equal?

"The teacher and the principal, then, become very important factors in educational research. In the near future they must assume their proper share of this responsibility. Principals should develon in

important factors in educational research. In the near future they must assume their proper share of this responsibility. Principals should develop in themselves an attitude of scientific research toward

the problems that confront them and do all in their develop the same attitude in their

THE LENGTH OF THE HIGH-SCHOOL DAY

Supt. F. K. Congdon in his annual report to the school committee of the city of Northampton, Mass., makes some interesting suggestions concerning a longer day for the high school. He says in part:

"There is a general tendency throughout the country to lengthen the school day in the years just before the high school and to maintain a longer high-school day than the local school has ever required.

The present high-school day is from 8:27 a m. to school day than the local school has ever required. The present high-school day is from 8:27 a. m. to 12:57 p. m., four and one-half hours in length. There is no shorter high-school day in the state and few, if any, that are as short. The median for the state is five hours and thirty minutes, or one hour longer than in the local school.

one hour longer than in the local school.

"The question of lengthening the high-school day interests the homes as well as the schools. At present the high-school pupils have no lunch at school because there is no time and there are no facilities for serving lunch. Most of them breakfast before 8 o'clock and have their next meal nearly six hours later at the close of a tiring school day. There are many homes in which there are two noon meals, the first before one o'clock for the elementary-school pupils, and the second after that hour for the high-school pupils, Many mothers find this situation very trying, although in discussing the question with school authorities the emphasis is always placed on the unfavorable effect upon the health of the high-school pupils who wait so long for their second meal and eat it when they are likely to be over-tired. The problem of providing a lunchroom and conducting it properly is not a serious one, nor is the project expensive as the lunchrooms even in the smallest schools serve simple, wholescome food at very reasonable prices and meet all even in the smallest schools serve simple, whole-some food at very reasonable prices and meet all their expenses. The ideal plan is to encourage the pupils to bring their own lunches, to furnish a suitable lunchroom, and to provide hot drinks and suitable lunchroom, and to provide hot drinks and milk at cost. As many pupils will not bring food from home, it is necessary to sell simple lunches. The high school which does not make provision for a lunch of some kind is a very great exception to the general rule and is always located in a village so small that the pupils can easily go home at noon for the family meal and return for an afternoon session. In such schools the small number of pupils session. In such schools the small number of pupils living outside the village bring their own lunches

and usually prepare hot drinks in the school building during the noon hour.

"If after consideration by the parents and the school committee it seems best to add to the high-school day, I suggest 2:27 p. m. as the closing time. If this should be adopted, it would involve a moderate expense for lunchroom equipment. A simple beginning in serving lunches could be made and the plan be allowed to develop gradually.

"A longer high-school day would be of advantage to the work of the school in many ways, of which the following are the most important:

"a. Each pupil would have one more study

the following are the most important:

"a. Each pupil would have one more study period in school each day, and the amount of home study would be decreased to that extent. This would be especially desirable for first and second-year pupils. The local school with its extremely short daily session has always found difficulty in securing the proper amount of home study.

"b. It would not be necessary for the pupils to make a second trip to the school building to engage in afternoon activities such as physical training, musical clubs, debating societies, etc.

"c. There would be more opportunity than at present for pupils to study in schoolrooms where there are no recitations being conducted.

"d. Each study or recitation period could be lengthened by a few minutes and a lunch period provided at noon.

"e. An assembly period would be possible with-

"e. An assembly period would be possible without the sacrifice of classwork that is necessary at present. The assembly period is an increasingly important item in modern schoolwork. It has been necessary to reduce it to the minimum in the local school."

RURAL SUPERVISION IN PENNSYLVANIA

Robert C. Shaw, deputy superintendent of public instruction for Pennsylvania, in an N. E. A. address, explained the supervision of the rural schools

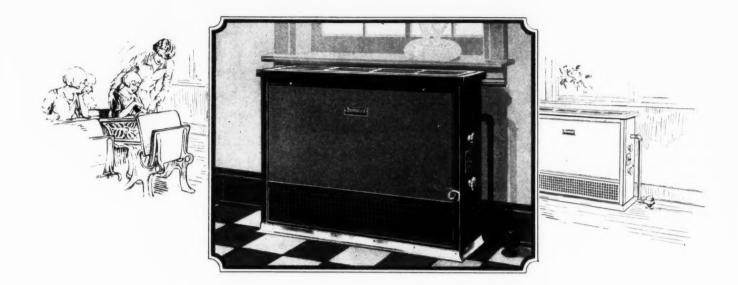
of his state. He stated that it provided for two types of supervision, as follows:

"1. The law makes it mandatory upon the school directors of a county to elect a county superintendent. He in turn, must choose assistant county superintendents. In the case of failure on the part of the school directors to elect a county superintendents. of the school directors to elect, or the county super-intendent to appoint, the state superintendent must

fill these positions.

"The law provides for assistant county supering." tendents in every county in the state having 150

(Concluded on Page 140)



Back of this equipment —Sturtevant's 60 years of experience

As with all Sturtevant products, you can be confident that The Sturtevant Unit Ventilator is as efficient and dependable as the finest research and engineering facilities can make it. It is the result of sixty years of experience—the product of the largest organization of its type in the world.

The handsome steel cabinet of The Sturtevant Unit Ventilator, with its paneled front, makes it the most attractive equipment of its kind. Its baked-on enamel finish of dull, olive green, its nickel plated outlet grille and the polished cove round the base are additional features that add to its appearance. It can also be furnished in lacquer, French grey and plain color finishes. All parts are easily accessible and constructed with strength and simplicity.

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the list at right. Whether the project calls for construction on an expensive scale . . . or for the strictest economy . . Webster Systems meet every requirement of efficient and economical heating service. Write us and learn how Webster service works with the school executive, the architect, the engineer, the heating contractor.

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Brookline High School,
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Cass Technical High School, Detroit, Mich.

Lincoln School, Minneapolis, Minn.

Speedway School,

St. Louis, Mo. Camden High School,

Camden, N. J. Monroe Junior High School, Rochester, N. Y.

Gastonia High School, Gastonia, N. C.

Drake School, Drake, N. D.

Hughes High School, Cincinnati, Ohio.

Thirteenth Street School, Bangor, Maine.

Lincoln School, Oklahoma City, Okla.

Brooklyn City School, Baker City, Ore.

New Castle Junior High School, New Castle, Pa.

Newport Avenue School, Pawtucket, R. I.

Roosevelt High School, Los Angeles, Calif.

Travis School, Dallas, Texas.

(Concluded from Page 138)
or more teachers. If the county has 350 teachers
or over, two assistants are provided, if the county
has more than 600 teachers, three assistant county
superintendents are provided. If the county has
more than 800 teachers, one assistant is provided
for each 400 or fraction thereof over and above

for each 400 or fraction thereof over the 800.

"In addition to the above, the law makes it pos-sible for a convention of school directors in their quadrennial meeting to provide assistant superin-tendents if they so desire.

"All county superintendents and assistants serve for a term of four years and may succeed them-

"The law makes it imperative that these must "The law makes it imperative that these must hold either a diploma from the college or other institution approved by the college and university council of Pennsylvania or a diploma issued by a state normal school of Pennsylvania.

"The second provision of the law is that relating to townships which are districts of the third class.

to townships which are districts of the third class. The law provides for the election of district superintendents to preside over these townships. We have 70 of these in the state. It is optional with the school board whether or not they shall elect district superintendents. In most cases superintendents are elected. The length of term of these and the qualifications are the same as for county superintendents.

"In addition to the above, the law makes it possi-

superintendents.

"In addition to the above, the law makes it possible for any district in the state of Pennsylvania to elect a supervising principal of schools. In the case of township districts, a supervisor of this nature must hold a permanent certificate.

THE NATIONAL WEALTH ESTIMATED

Educators who are concerning themselves with school costs in the light of the natural wealth are school costs in the light of the natural wealth are given some astounding figures in a recent report of the National Conference Board. In 1812 the national wealth was estimated at 186.3 billion dollars, in 1922 at 320.8 billion dollars, and in 1925 at 355.3 billion dollars. During the thirteen years from 1912 to 1925 the national wealth has been increased 19.1 per cent, or nearly one fifth. The term national wealth represents tangible physical objects only, and therefore excludes credits and currency. currency.

The rural property, that is, land and improve-ents thereon, constitutes 172.7 billion dollars

worth. Approximately three fourths of the total wealth of the nation is in the nature of fixed assets, devoted to use as dwellings, or to industrial and transportation enterprises.

Of the 172.7 billion dollars in land and improvements, about 22.7 billion dollars' ments about 22.7 billion dollars' worth is tax-exempt property, including the land, buildings and public works of the federal, state, and local govern-ments, municipal enterprises and the land and im-provements belonging to religious, charitable, edu-cational organizations, and other property excational organizations, and other property exempted by state laws.

Railroads and public utilities, according to the conference board's estimate, represent a total investment of 39.2 billion dollars of physical property. Of this total value, land represents only 13.3 per cent or 5.2 billion dollars; improvements, 56.4 per cent, or 22.2 billions and equipment 30.3 per cent, or 11.8 billions.

The total value of the equipment of farms, including livestock, and of factories, is placed at 26.8 billion dollars, lands and buildings belonging to them being included under the general national asset of land and improvements. All merchandise and industrial products on hand were valued at 40 billion dollars. Personal property, consisting of billion dollars. Personal property, consisting of such objects as furniture, clothing, jewelry, and the like amounted to 44.1 billions or more than the physical value of all our railroads and public utilities, and considerably more than the entire equipment of all the farms and factories.

Automobiles are classed with gold and silver coin and bullion as "miscellaneous." But the total value represented by our entire stock of gold and silver bullion and coins plus all the nation's automobiles, numbering nearly 20,000,000, together make up by far the smallest item, a total of 9.8 billions, or less than two and three-fourths per cent of our total national wealth of our total national wealth.

THE MINNESOTA RURAL-SCHOOL **PROGRAM**

M. L. Jacobson, inspector of rural schools for Minnesota, in an address delivered at the Dallas N. E. A. meeting, summarized the rural-school program of his state as follows:

The county institutes have been ance of the state department for improving instruc-

the schools were closed and the teachers assembled for a week of instruction under specially assigned instructors during the fall season, generally two to a county. While the educational equipment of the teachers was very low, it was necessary to devote a large part of the time to instruction in subject

In 1925 the institute law was changed, authorizing the commissioner of education to assign instruc-tors to the various counties, who may now visit schools for not to exceed four days in connection with any institute. All the teachers in the county are then called in for a meeting, generally of two

During the visits to the schools definite observa-tions are made and specific information gathered and tabulated for study and discussion of the needs and accomplishments of the schools of the county with the teachers when assembled. A summary of the report for the first year under the present law will give an idea of the extent of the service and the effectiveness of the method. The call for an increased number of institutes for the current year shows the approval of the county superintendents.

shows the approval of the county superintendents. During 1925-26, three instructors were employed for nine months and one for part time, working nine weeks during the fall season. Institutes were conducted in 77 counties of the state, with approximately 7,500 teachers in attendance. From twelve to twenty schools were visited in each county and to twenty schools were visited in each county, and much of the work done when teachers were assembled was based upon observations, questions raised or studies made during the visite. It was found or studies made during the visits. It was found that the participation of teachers in the discussion of school problems was very much greater under this plan than formerly, and it is believed that this type of institute is more effective in carrying out the purpose of training teachers in service—that of meeting the everyday problems of the school and adjusting the teacher to her specific task. Institutes were held in 54 counties in the fall of

1926, and 33 are scheduled for this spring. State conferences of the county superintendents are held twice a year, for two days in the fall during the week in which the state education association meets and three days in the spring. These conferences furnish opportunities for an interchange of ideas, a discussion of problems in the field, and helpful suggestions and directions to coordinate and unify the efforts for carrying forward a statewide program for improvement. gram for improvements in rural education.

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Tucson's **HEALTH COUNCIL*** decided in favor of CHILD HEALTH and MENTAL ALERTNESS

Tucson, Arizona, High School. Lyman and Place, Tucson, Architects. Elliot Lee Ellingwood, Los Angeles, Heating Engineer

HIS impressively beautiful school of Tucson is a highly efficient educational plant. School board and

architect decided the school should induce mental alertness as well as inspire it.

Fresh air—washed, warmed, humidified—supplied constantly to every pupil in every room, keeps absenteeism from sickness at a minimum and does away

with dullness among the pupils. Under the forced ventilation by fans in the basement, the condition maintained in the rooms, in regard to temperature, humidity, distribution, motion, odors, CO₂, dust and bacteria is 96% as perfect as that of a perfect day in June.

This healthful, stimulating condition is gained through the use of The American System—the unit system of Heat with Ventilation. The American Sys-



Memo to ALL Architects!

While this advertisement features schools, THE AMERICAN SYSTEM is also ideal for any building where fresh, warmed, humidified air is needed in ample quantities at reasonable costs (Schools, Theatres, Churches, Factories, Auditoriums, Public Garages, etc.). Write us for specific facts and call on our engineering department for technical data or actual help in solving your heating and ventilating problems.



The HEALTH COUNCIL*

Because—in the building of every modern school— health, as well as mentaiefficiency, of many genera-tions of school children, depend on the decisions of this small group of public spirited citizens (School Board members, Superintendent, Architect)—we re-fer to them here as "THE HEALTH COUNCIL."

tem is low in both first and operating costs. No other furnishes an adequate amount offresh, warmed, humidified air

for the same money.

No fuel is wasted and any may be burned. Only as many units as are required for comfort need be fired. Asbesto-Steel casings conserve 25% more heat than do brick casings.

There are no boilers, pipes and radiators to freeze. The cast iron construction does not rust and is many times as durable, under fire, as steel. For forty years one company, through its engineers

and its authorized agents, has installed and guaranteed The American System. Write to our nearest representative or direct to us. Get all the facts about The American System clearly before your Health Council. Decide for Child Health and Mental Alertness. Write today.

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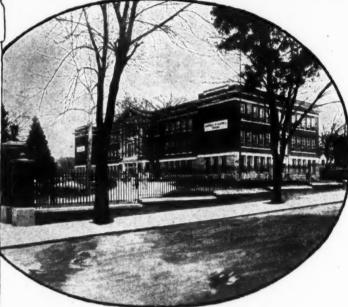
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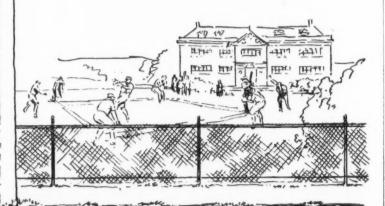
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School-ground enclosure should be in keeping with schoolhouse architecture - attractive, substantial, and worthy of its purpose. Stewart School Fences measure up to this standard. They are well designed, strongly built, delivered on time, and (particularly when erection is in our hands) installed to last. They combine protection with the style and dignity which the modern school should express.

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Satisfactory methods of heat extraction from fuel have long demanded the attention of combustion engineers. obtain the maximum amount from the coal charged in the firebox of the boiler has been the aim of the designers of the ROSS SMOKELESS FIREBOX STEEL HEATING BOILER.

Made in 30 sizes.

N designing the ROSS STEEL BOILER, frequently called "The School House Boiler," a proper sized combustion chamber, an adequate grate surface, a necessary amount of air to give a high CO2 and the relation between the gas passages and the temperatures of the gases have all been carefully studied.

The Ross Smokeless Steel Boiler is the development of these ideas. In addition, every bit of volume of the boiler is used to take advantage of these heat units by a great amount of heating surface which is made more effective by the rapid unimpeded circulation of the

The Ross Firebox Steel Boiler is made by an old reliable company which has been building boilers for the past seventy-six years, and is rapidly gaining the name of "the Quality Boiler."

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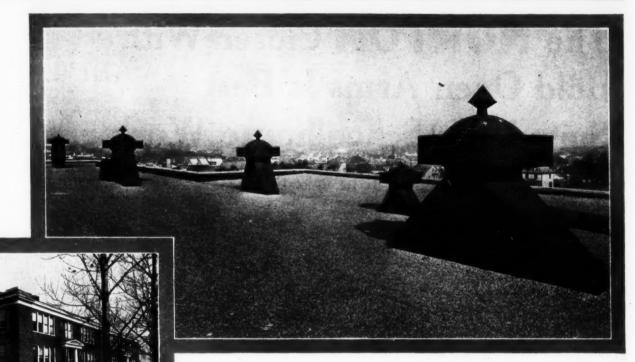
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R. L. Bowen Schenectady Architect



are provided with fresh air and thoroughly adequate cross ventilation by "Globe" Ventilators. In this day of enlightenment the ventilation of a school is justly listed among the most outstanding features to be considered by the School Board. "Globes" adequately qualify for the job-at low first cost with no moving parts to get out of order.

The children attending this school-an exceptionally large one for the country-

Globe Ventilator Company

DEPARTMENT J

TROY, NEW YORK

CHATS DURING RECESS

In some sections of the United States the actions of school boards are taken as seriously as actions of school boards are taken as seriously as an international intrigue or conspiracy against established government. The Cromwell consolidated school board, near Creston, Iowa, is the object of eruption. J. W. Keisling and Frank Purviance, candidates for reelection, have received letters mailed at Creston threatening their lives and their families if they do not withdraw from the election race. They have concluded to stick. Keisling and Purviance favor the continuation of consolidated schools. The objectors do not.

consolidated schools. The objectors do not.

—The little schoolhouse in Long Island, N. Y., where Walt Whitman taught was moved temporarily alongside of a gasoline filling station. A carpenter who wanted to use the lumber, bought the house at auction for \$17. Then somebody concluded that the building ought to be preserved and bought it from the carpenter for \$60. Finally someone else offered \$250 to have it moved to a permanent site, and the chances are that the little schoolhouse will be guarded against destruction.

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"Can canaries live in a schoolroom?" is the —"Can canaries live in a schoolroom?" is the question asked in Cincinnati, and if so "What value will it be to the room? And so the bird has been installed with a committee to look after the feeding, watering, and general bird-cage housekeeping. An exhaustive, epoch-making report is expected.

—A teacher at Greensburg, Pa., whipped two boys for misbehavior. Thereupon, the boys set fire to the schoolhouse, were arrested, and put under \$2,000 bail each. Evidently the whipping was not severe enough. The parents will now be called upon to make up the deficiency. At any rate, the boys will get something they had not bargained for

—A students' newspaper published at Waukegan, Illinois. recently contained the following item:

"Is Washington our hero-the hero of the work-"Is Washington our hero—the hero of the worker's and farmer's children? No. He was from the first to last with the rich and against the poor. When the rich and poor became open enemies, Washington became one of the chief oppressors of the people. He is not our hero." Another paragraph reads: "The teacher still sends us to the office and our principal still uses a 'one inch thick rod' with great force. We, the Young Pioneers of America, call upon all the children to fight against

such treatment." The remedy for such sentiments in the student body probably lies in more rods and greater force.

—An editor visited one of the sessions of the Illinois State Teachers' Association, and then said down and wrote: "The writer was tremendously impressed first, of course, by the pulchritude of the ladies, their youth, their attractive style of dress, and their keen intelligence. This statement is not made merely to be complimentary but to express a conviction. They were a much more attentive auditors. conviction. They were a much more attentive audience than the average political convention or legislative body would be. They were absorbing information and studying a great issue now paramount in our national economics and looming greater as the 1928 presidential campaign approaches.
"That Illinois has teachers of this type not only

reflects the greatness of the state, but augurs well for its future progress and prosperity.

For its future progress and prosperity."

—News Item: The Kansas City school board recently had quite a lively session over the question whether there should be teaching of proper dancing in the high schools. The president and some other members of the board objected rather strenuously; but the superintendent, backed up by the parent-teacher association, pushed the matter over, saying that it was impossible to carry on the student "mixers" without teaching the young folks the proper social bearing, and without dancing. The president of the school board said, "Then let the mixers go." To which the superintendent responded, "We can't let the mixers go. We're under obliga-"We can't let the mixers go. We're under obliga-tion to look after students in their recreation as well as in their school life." Which sounds like good philosophy to me. How times and customs do change, and what a furore this matter would have kicked up a few years ago, which passed over so easily at this time!

easily at this time!

—An irate parent, who had been a professional prize fighter in his day, called at the Patrick Henry High School in Cleveland, Ohio, to "lick" his son's teacher. The parent was wroth because his son had been put into a gymnasium class against his will. "Whadda ya mean." he demanded, "making my boy do that gym stuff? Didn't I tell you I didn't want him to take gym?"

"The physical education teacher put him there," Taylor explained.

"I want to see that teacher. I'll break every bone in his body. Maybe you don't know that I was a prize fighter for seven years."

"Really?" said Principal Taylor. "I've been trying for weeks to find somebody to teach boxing in the school community center. You're hired!"

SCHOOLHOUSE DEDICATIONS

SCHOOLHOUSE DEDICATIONS

—The dedicatory program for the new centralized high school in Franklin township, near Greenville, Ohio, was featured by addresses delivered by Charles A. Wilt, county superintendent, and George Morris of the state department of education.

—The new Brush High School, erected in the Lyndhurst suburb of Cleveland, Ohio, was named after the noted electrical engineer and scientist, Charles A. Brush. Mr. Brush was the honored guest at the dedication ceremonies. The speakers were President Robert E. Vinson of Western Reserve University, Fred F. Vessey, president of the Lyndhurst board of education, and O. J. Kord, school superintendent.

—The new Thoreau Park School at Parma (near Cleveland), Ohio, was dedicated in a presentation address made by President Carl Haag of the board of education. The responses were made by A. C. Yawberg, county superintendent, and Ira D. Siegfried, elerk of the board.

—A civic holiday was declared at Mexico, Missouri, the business houses closed, and the citizens attended the corner-stone laying of its new \$300,000 high school, which was conducted with speechmaking and music.

high school, which was conducted with speechmaking and music.

THE PROBLEM OF SELECTING
TEXTBOOKS
"The selection of textbooks is a matter of prime importance in the administration and supervision of our schools. Not so much because of the cost of textbooks, which is 2.25 per cent of the current expenses of a school system. But because of the control and pace-setting of the textbooks in our educational system. No scheme, device, or plan of teaching anything has ever spread its efficiency very teaching anything has ever spread its efficiency very far until it was put into a textbook and made available for everyone who chose to use it. In influence on the school system it probably ranks next to the selection of teachers."

This is the introductory statement of an address on the textbook question made by Supt. Frank A. Jensen of Rockford, Illinois, in an address delivered before the N. E. A. at Dallas, Texas. He con-

'The selecting authority of textbooks has shifted from the pioneer school meeting where all the

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The doors are closed with a uniform speed, which gives the pupils a chance to go through a door without getting caught or injured.

2nd. Having two speeds, the speed at the latch can be set for absolute quiet—no latch necessary.

3rd. The Hold-Open Device connected with the arm of the Door Closer is automatic, a child can operate it—just a push or pull on the door is all there is to do it. Does away with door stop, hook or strap to hold the door open.

SERVICE:-We have expert servicemen on call, free of charge.

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A Partial List of Schools NORTON Equipped

Skinner Junior High School, Denver, Colo.

North East High School, Minneapolis, Minn.

Chicago Public Schools

Toronto Public Schools

East Side High School, Cincinnati, Ohio.

Cass Technical High School, Detroit, Mich.

Technical High School. Omaha, Nebr.

patrons took part in the selection, through the school committee, the school board, and the committee of the school board to the superintendent of schools and his assistants. What was once a petty political situation has passed over to a highly tech-

political situation has passed over to a highly technical and scientific procedure. The selling tactics of the publishers has changed from one selling a highly specialized finished product to an uninformed layman to the publisher's representative presenting his highly specialized finished product to an informed and discriminating committee.

"Selection of textbooks begins with the publisher, with the aid of school people in the field, eliminating about 92 per cent of the manuscripts presented. The publisher then presents this eight per cent as finished textbooks for the schools to select from. The textbook has the publisher's representative as its spokesman in the game of publishers selling textbooks to committees and individuals who are sure they are selecting textbooks. The representative has shifted from a manipulator of petty politive has shifted from a manipulator of petty poli-tics to a highly-trained and well-equipped salesman of a highly specialized commodity, the text-

"The tendency of two decades ago of buying manuscripts from authors has given way to the plan of publishers contracting with authors with ideas to write manuscripts for a prospective textbook market.

book market.

"In no other country are there more teachers engaged in the work of building textbooks. Nowhere else is it as difficult to create a new and successful textbook. Nowhere else are textbooks revised as often to keep them abreast of educational thought. In most cities the actual selection of textbooks rests with the superintendent of schools and his assistants, while the final authority rests with the board of education. Committees of come form or another are used to review and evaluations. one form or another are used to review and evaluate the textbooks in the field and then recommend their selection to the superintendent of schools, which recommendation is in 95 per cent of the

which recommendation is in 95 per cent of the cases final.

"In the elementary schools problems of textbook selection are assigned to the supervisory staff and classroom teachers. While in the junior and senior high school it is the responsibility of the heads of departments and teachers under the direction of the principal. The publisher's representative plays a

very important part in the initiating of textbook changes and additions.

"The reactions of superintendents on the question, of whether the publisher's representative is an asset or a liability to the selecting committee, 70 per cent considered the representative an asset and 30 per cent a liability. The secret textbook committee is reported as used in only 10 per cent of the cities. This together with the attitude that the representative is an asset is a clear indication that the representative is being accepted as a service to the representative is being accepted as a service to the selecting authority.

"The training and experience of the publishers' representatives during the last ten years compares well with the qualifications established by school systems for their supervisors and teachers. The score card as a means, in the hands of the textbook committee, to measure and evaluate textbooks has not universal practice. However a statement of the objectives of the curriculum and the selection of textbooks as a means to utilize these objectives is reported as the common practice.

"Committee evaluation as a recommendation to the superintendent of schools, with open commit-tee for publishers to present their textbooks through their representatives to the committee is the most common method of procedure. This com-mittee scores the textbooks on the basis of its are mittee scores the textbooks on the basis of its application to the curriculum objectives. While matters of costs, sample copies, exchange terms, and desk copies promised, are not considered in the evaluation of textbooks."

INFORMING THE PRINCIPAL ON HIS BUDGET

The principals of the several schools at Evans-The principals of the several schools at Evans-ville, Indiana, are informed by the business man-ager of the board of education just what their schools are allowed. M. S. Spears, who serves in the capacity of business manager, has prepared a form which is employed and which sets forth a series of instructions which make for system and order in the disposition and use of school supplies. His communication addressed to the principals reads as follows: reads as follows:

1. The amount of your budget for the school ear beginning August 1, 1927, and ending August 1, 1928, is \$.....

- 2. Any expenditure for any of the following items will come out of your budget:

 1. Instructional supplies.

 2. Janitors' and engineers' supplies.

 3. Supervisors' supplies.

 4. Repair and replacement of instructional
- apparatus.

 5. Repair and replacement of furniture.
- Repair and replacement of furniture.

 Repair and replacement of other equipment.

 Books and repairs,

 Additional furniture.

 Additional instructional apparatus.

- 10. Electricity in elementary schools.

 3. Enclosed is a standard list of supplies applicable to all schools. Each item is numbered and priced. With each item is provided a space and priced. With each item is provided a space in which you can indicate the amount or quantity
- 4. See that each department orders a year's supply of everything needed. As soon as your supplies arrive they will be placed in your store-
- 5. Anything not appearing on this list may be ordered on your regular requisition form.
 6. Don't get the idea that your school can't get an article unless it is listed. Our list can't cover everything. You can order anything you need, any time during the year.
 7. This is a principal's budget in every sense of

- everything. You can order anything you need, any time during the year.

 7. This is a principal's budget in every sense of the word. It is up to you to see what each department needs for the year. Nothing will be provided for your school without your order.

 8. Take your time in making up your annual order. You should base this year's order on the amounts and quantities used during past years.

 9. Don't try to spend the entire amount of your budget when you make up this order. There will be gas, grocery, open-air room, and emergency bills to pay each month.

 10. If you are careful, however, and order a year's supply of everything, the old monthly requisition will be practically eliminated.

 11. It has been our aim and desire to give to each school a budget sufficient for its needs. We could, of course, spend more. We could also spend much less. If you are careful with your expenditures, you can operate your school so that every department can be well taken care of.

 (Concluded on Page 146)

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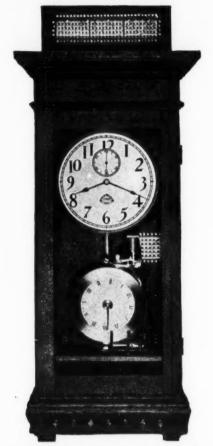
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(Concluded from Page 144)

12. To make your budget serve your school in the best possible manner, you should secure the earnest cooperation of every teacher and janitor. This is absolutely necessary in order for you to order just the right amount of everything.

ONE-SESSION SCHOOL DAYS IN INCLEMENT WEATHER

INCLEMENT WEATHER
The department of research of the National Education Association has issued a report showing the results of a questionary on the use of the one-session plan in inclement weather in cities over 100.

One population.

Answering the question. "Are elementary-school pupils dismissed early, after a short session, for inclement weather?" 51 cities replied as follows:

Twenty-one cities answered yes to the question. These included Los Angeles¹, San Francisco, Bridgeport, New Haven, Washington, Springfield. Mass., Worcester, St. Paul, St. Louis, Omaha. Camden, Newark, Paterson, Akron, Cleveland, Toledo, Reading, Memphis, Fort Worth, Norfolk, and Richmond, Norfolk, Reading, Memphis, Fort Worth, Norfolk, and Richmond, Norfolk, Reading, Memphis, Reading, Memphis, Reading, Reading, Memphis, Reading, Reading,

Va.

Twenty-two cities answered no as follows: Birmingham, Atlanta, Des Moines, Baltimore², Camzangham, et al., Des Moines, Baltimore², Camzangham, et al., Des Moines, Baltimore², Camzangham, et al., Des Moines, Baltimore², Camzangham, Fall River, Jersey City, Trenton, Buffalo, New York, Rochester, N. Y., Syracuse, Dayton, Youngstown, Philadelphia, Providence, Nashville, San Antonio, Salt Lake City, Seattle, Spokane, and Milwaylee.

Milwaukee.
Eight cities answered that the plan was used "very seldom" or "occasionally" as follows: Oakland, Chicago, Detroit, Minneapolis, Albany, Columbus, Portland, Oreg., and Houston.

HYGIENE AND SANITATION
—Cleveland, Ohio. In tests given at the
Brownell school eye clinic during the past semester
among pupils of grades one, three, and five, thirdgrade pupils were found to have the largest number of eye defects. Glasses were recommende for 314 of the 418 cases examined; 51 pupils were transferred to sight-saving classes, and 28 referred for sight conservation work.

—A program of lectures for school physicians has been planned at the Tokyo, Japan, school hygiene bureau. The subjects of the various lectures are: (1) school hygiene; (2) ventilation of the schoolroom; (3) physical examination of school children; (4) tuberculosis among children;

(5) optical examination and myopia; (6) influence

(5) optical examination and myopia; (6) influence of auditory disturbances on speech; (7) congenital syphilis and dermatology; (8) physiology of physical training; (9) school hygiene laws, and (10) the life and development of the child. These lectures will all be given by professors of the Tokyo Imperial University.

—"More than 75 per cent of the 26,000,000 school children in the United States," says Willard E. Givens, assistant superintendent of the Oakland. California, schools, "have physical defects which are actually or potentially detrimental to their health and efficiency. Fourteen million have defective teeth, five million defective eyesight, and four million glandular defects, including adenoids and tonsils; four million are hampered by malnutrition; one million have defective hearing, one million are cursed with tuberculosis; two hundred and fifty are cursed with tuberculosis; two hundred and fifty thousand have organic heart disorders, and two hundred thousand are defective mentally."

SCHOOL ATTENDANCE IN NORTH CAROLINA

The State Department of Public Instruction of The State Department of Public Instruction of North Carolina has completed a study of school attendance in the state during the year 1925-1926. The study shows that there were a total of 818,739 children enrolled in the public schools of North Carolina, of whom 564,114, or 68.9 per cent, were white children and 254,625, or 31.1 per cent, were colored children. There were 623,754 children enrolled in rural schools, and 194,977 in city schools. In other words, there were three rural children to each city child enrolled in the schools of the state. The study shows that the enrollment in elementic schools.

The study shows that the enrollment in elementary and secondary schools increased during this period from 474,111 to 818,739, a total increase of 344,628 in 22 years, or an average increase of more than fifteen thousand annually.

The school population has maintained about the same rate of increase from year to year. In 1904-1905 there were 696,662 children between the ages of 6 and 21, and in 1925-1926 there were 957.016 pupils from 6 to 21 years of age in elementary or econdary schools.

The figures show quite conclusively that a larger or reper cent of the school population is enrolled in the schools now than was the case 21 years ago. The most noticeable increase is in the percentage of pupils enrolled in 1919-1920 over 1918-1919. This increase is attributed to the law providing for a

minimum term of six months, and to the compulsory education law requiring children from 8 to 14 years to attend regularly. In the last four years less than fifteen per cent of the children of school age were not enrolled in elementary or high schools.

A study of the average daily attendance shows that a total of 605,755 children were in daily attendance in 1925-1926, which was an increase of nearly 10,000 over the preceding year, 1924-1925. It is apparent that the attendance of children is getting better and better each year. Of the 818,739 children enrolled in 1925-1926, 605,755, or 74.0 per cent, were in average daily attendance.

per cent were in average daily attendance.

During the school year 1925-1926, there were
427,745 white and 196,009 colored rural children 427,745 white and 196,009 colored rural children enrolled in the elementary and secondary schools of the state. During the same year, the city enrollment was 136,369 in the white schools and 58,608 in the colored schools. In other words, 75.8 per cent of the white enrollment and 77.0 per cent of the colored enrollment was in rural schools.

The record of attendance in city schools shows that 82 out of every 100 city white children enrolled attend school regularly. In the colored city schools there was a variance among the different groups. Attendance was best in city group I where 79 out of every 100 enrolled attended regularly. Attendance was poor in the rural colored schools, with 66 out of every 100 enrolled in average daily attendance. Among the eight largest cities in group I, Asheville was first with a percentage of 87.2 of the enrollment in average daily attendance. In the second group Kinston was first with a percentage of 94.7 for white children. Salibury stood second in the group as to white children and first as to colored children. Hickory had the best percentage of enrollment in attendance, 98.0 per cent, of any school system in the state.

—News Item: Is a vote worth \$30 and more! That's the record price paid by Arkansas City, Kansas, for one school-election vote. The expensive vote was the one and only ballot cast in the special precinct for voters living outside the city limits and in the school district. The three judges and two clerks claim the record in the history of the city for reporting on their precinct. The cost of keeping this single election precinct open included \$25 for judges and clerks, \$2 for tally sheets, \$1 for other supplies, and \$2 for labor in putting up booths. putting up booths.

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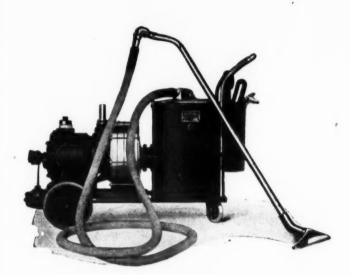
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SCHOOL ADMINISTRATION

—The board of education of Wells county, Indiana, voted to exclude married-women teachers from the schools. The reason for their action is that there are many young people who prepare themselves for the teaching profession who find it difficult to obtain positions on account of an oversupply of teachers due to married-women applicants.

—New York, N. Y. Supt. W. J. O'Shea has ordered that repairwork in school buildings be not done during school hours where it is liable to endanger the health or safety of the pupils, or interfere with the prompt and orderly dismissal of pupils, or the imparting of instruction. It is recommended that a representative of the building department consult with the principal in reference to the time and the manner in which such work is to be done.

—The New York City board of superintendents has presented to the board of education its recommendations for placing the lunchrooms on a self-supporting basis. At present it costs the city approximately \$88,000 a year to operate the lunchrooms.

The recommendations call for the assignment of an assistant director of homemaking to be placed in charge of the administration of school lunches, for the gradual removal of concessionaries who now operate the lunchrooms in many of the schools, and for the fixing of prices and changing of menus to be made by the assistant director after they have been approved by the director and the associate superintendent in charge of school lunches.

—Mr. Norman R. Whytock has been appointed director of research for the city schools of Glendale, Calif. Mr. Whytock is a graduate of the Los Angeles Normal School, and was formerly principal of one of the grade schools in Glendale.

—A mass meeting was called at Waukegan, Ill., to protest against corporal punishment meted out in one of the schools. The members of the board of education were not invited to attend. The audience was made up of a foreign element of the radical type. The board will uphold the discipline exerted in the schools.

—Dr. Emil Altman, chief medical examiner of the New York City department of education, in an address before the Brooklyn Teachers' Association,

declared that one of the important duties of the medical board is to uncover malingerers among the teachers who are "absent without cause" from the schools.

Dr. Altman believes there are few such teachers, but that there are enough to cause suspicion to be cast upon all absentees. In an effort to distribute the sick-leave-absence refunds in such a manner as to give every consideration to the deserving teacher, and to give full protection to the city, the medical board must report all cases of excessive or unusual absence.

In view of the fact that the medical board makes careful studies of teachers' applications for refund, it is expected that the certification such applications deserve, consideration will justify, whenever inquiry is made, the present regulations relating to the excuse of absence and the amount of money refunded to teachers, even if such amounts are in excess of \$1,000,000 a year.

It is hoped, that by a study of the causes, nature, and duration of teachers' absences, recommendations may be made to the proper authorities for the improvement of conditions in school buildings and conditions under which teachers work, so that the present large number of absences may be decreased.

—The administrative department of the school board at Des Moines, Iowa, has adopted a definite procedure for the examination and selection of textbooks to be used in the schools during the next year. The book selections are based upon the recommendations of teachers, principals, and supervisors, all of which have been carefully studied. All book selections are subject to the limitations of the budget and the particular needs of the schools.

In the operation of the textbook procedure, two types of committee organization were followed: A general administrative committee which formulated the general policies and procedures to be followed by the other committees, and the textbook committee which examined, scored and recommended the books for adoption.

The report of the textbook committee called for a statement showing the need for the text, the type of text regarded as necessary to the fulfillment of the purpose of the course, an inspection of sample texts and written suggestions concerning the making of score cards from publishing houses, an inter-

view of the representatives of publishing houses, the examination of texts, and the scoring of texts.

In connection with the work of selecting text-books, a number of sample score cards were evolved as a basis for examining and judging the relative merits of the texts. These score cards took into consideration such items as interest, comprehension, scope and permanent value of the subject matter, value of the method, and mechanical elements. These items were again divided to include such important points as vividness and clarity of style, ease of reading, vocabulary and style, maps and illustrative material, accuracy, the use of historical and illustrative material, aids to the use of the book, suggestions for home work, size and clearness of printed text, width of margins, paper, binding, size and shape of the book, effective devices for the repetition of forms, simplicity and clearness in comprehension, and a suggestive vocabulary for reading or comprehension.

—Principals of high schools in Massachusetts favor a longer school day of six hours, instead of five, according to Mr. Frank P. Morse, supervisor of secondary education in Massachusetts. One of the advantages of the longer day, in the opinion of the principals, is opportunity for supervised study and shortening of the time needed for home study. About two hours of home study are now required each school day and the need for it is greater than ever before, due to the great demand for college education, and the large number of students preparing to enter the commercial world.

—Waurika. Okla. Two rural-school districts

—Waurika, Okla. Two rural-school districts were united with the local district the past year. Under the plan, the pupils of the rural sections are transported to the central school in school busses.

—Pittsfield, Mass. Supt. J. F. Gannon has presented a recommendation to the board of education asking for the erection of four additional schools. Supt. Gannon urged that the board plan and acquire sites for these schools.

—Coshocton, Ohio. The school board has extended the school year from 36 to 38 weeks, giving the pupils two more weeks of study.

—The Weiss bill, increasing the salaries of downstate county superintendents of Illinois \$600 per annum, and making that of the Cook county school chief \$12,000 per year, has passed the state house. The bill goes to the senate for approval.



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1928 Meeting of the Department of Superintendence

The 1928 meeting of the Department of Superintendence will be held at Boston, on February 25 to March 1, according to a recent decision of the executive committee. Headquarters, registration, general sessions, and exhibits will be in the Mechanics Building on Huntington Avenue. The auditorium in this building seats 5,000 persons. Section meetings will be held in school halls, churches, and other sectioniums in the vicinity.

ings will be held in school halls, churches, and other auditoriums in the vicinity.

Boston is well provided with hotels for the accommodation of visitors to this meeting. The chamber of commerce lists 55 hotels suitable for visiting superintendents, with 13,500 rooms. These include the Statler with 1,300 rooms, the New Parker House with 800 rooms, and a large number with from 200 to 500 rooms. Also, included are The University Club, Technology Chambers, and the Elks Hotel. Rates are the customary charges in first-class hotels. first-class hotels.

The exhibit hall is in the same building with the

The exhibit hall is in the same building with the auditorium and immediately adjacent to it. To reach the main entrance of the auditorium, delegates will pass through the exhibit hall. This makes a particularly good arrangement.

The floor space for exhibits is not as great as at the Dallas meeting, but is as great as at the Cincinnati meeting, and greater than is available at most other meetings. This is important because of the growing importance of the commercial exhibits as a real educational and educative feature of the

as a real educational and educative feature of the meeting. School exhibits are also demanded.

Space in the exhibit hall will not be opened for reservations until November 14. Just prior to that date full information concerning the exhibit that date full information concerning the exhibit space, together with rates, will be sent to all exhibitors, following the plan of meetings for the past few years. This information is mailed so that it reaches the exhibitors on the same day. Reservations are made in the order in which requests are received at the Headquarters of the National Education Association in Washington. No space can be secured elsewhere. e secured elsewhere

be secured elsewhere.

Survey of Public Schools of District of Columbia

A survey of the school system of Washington,

D. C., is underway, the surveying organization
being the U. S. Bureau of Efficiency. This is an
official government office independent of the regular
government executive departments. It was created government executive departments. It was created by Congress to establish and maintain a system of efficiency ratings for the executive departments, to emcency ratings for the executive departments, to investigate their needs and the needs of independent government offices with respect to personnel, to investigate duplication of statistical and other work and methods of business in the various branches of the government service, and to aid the personnel classification board in the classification of positions in the departmental service. As this survey has to in the departmental service. As this survey has to do largely with teaching personnel and schoolhous-ing, it falls in a broad way within the proper functions of the bureau.

tions of the bureau.

The survey is the direct result of a request of the board of education to the last Congress for authority and money for an increase of 72 in the teaching positions in the school system. This request caused much discussion at Congressional hearings on the District of Columbia appropriations bill. Certain members of Congress, who declared they had made private studies of the situation, objected to the increase, stating that this large number of additional teachers was not needed. The accuracy of figures submitted by the superintendent of schools was questioned, and while a compromise for the coming questioned, and while a compromise for the coming year was reached, it was felt by the congressional committee that an investigation by an organization not immediately concerned, should be made.

In the survey, the bureau of efficiency will con In the survey, the bureau of efficiency will concern itself largely with an inquiry into personnel for administrative supervision, teaching, and care, and into schoolhousing and school attendance. In this work it is having the active cooperation of several other government agencies, public health service, census bureau, etc. The board of education is cooperating in every way. School officers and teachers have received instructions from Superintendent Frank W. Ballou to render the investigators all possible assistance.

School-Building Program for the District of Columbia

A joint meeting of the board of education and official representatives of 175 citizens' associations of the District of Columbia was recently held to consider the present and future school needs particularly in buildings. The representatives voted



MECHANICS HALL, BOSTON, WHERE THE 1928 CONVENTION OF THE DEPARTMENT OF SUPERINTENDENCE WILL BE HELD.

unanimously in favor of another "five-year building program," similar to the one now in effect, which was provided by Congress in 1925. The new period would extend from 1930 to 1935.

Supt. F. W. Ballou presented figures showing the tardation in the present program due to the Supt. F. W. Ballou presented figures showing the retardation in the present program due to the failure of Congress to appropriate the necessary money. The estimated cost of the present five-year program authorized by Congress, is \$20,185.000. Three fifths of that amount should have been provided now for the period ending June 30, 1928, for which Congressional appropriations are already made. This is \$12,111,000. The actual appropriations are \$9.257.250. or nearly \$3,000,000 short of tions are \$9,257,250, or nearly \$3,000,000 short of the program estimate.

The delegates from the citizens' organizations, and parent-teacher associations, expressed the needs of their schools as seen by them. This is one of the methods of the Washington board of education in determining public opinion in school matters.

Building Statistics for 1926

A summary of a study of building activities dur-ing 1926 by the U. S. Bureau of Standards shows greatly increased building operations in 1926 over the preceding year. Figures obtained by the bureau from the Dodge Corporation show the total for 36

eastern states for 1926 was \$6,117,502,900, against \$5,821,068,400 for 1925, a gain of 5.7 per cent. The total contracts awarded for new building construction during the month of December, 1926, for the 36 eastern states just referred to, were the largest ever recorded for the month of December. largest ever recorded for the month of December. largest ever recorded for the month of December, reaching a total of \$520,107,200. The corresponding figure for December, 1925, was \$510,868,400. December, 1926, showed a marked falling off, as compared with December, 1925, in contracts awarded for educational and residential buildings. but large gains in awards for industrial buildings, public buildings, public works, and utilities.

Comparing the classes of construction for the entire year, it is found that 1926 shows a gain over

Comparing the classes of construction for the entire year, it is found that 1926 shows a gain over 1925 in all groups, except educational, religious, and memorial buildings, residential construction, and social and recreational building, in each of which groups the 1926 total falls slightly below the corresponding figure for the preceding year. The wholesale and retail prices of building materials showed a slight downward trend in November and December, and the monthly average for 1926 was slightly under that for 1925. Very little change occurred in the construction-cost indexes which included the item of labor as well as material, the monthly average for these for 1926 being 208 and 197, as compared with 207 and 195 in 1925.

Chicago Correspondence

Will William McAndrew be ousted as Superintendent of Chicago schools before the expiration of his term next February? A plank in the political platform of William Hale Thompson demanded his ouster. Mr. Thompson was elected mayor by the vote of 512,000 people, with a plurality of 83,000. The school board consists of eleven trustees. At present one member is a hold-over and may be received immediately. Here will be two yearnings on moved immediately; there will be two vacancies on May I to be filled. All of the present trustees but one whose term expires May I, were appointed by Mayor Dever. Unless present trustees can be converted to the new administration, it will be a year before the new mayor can control the board. However, the newspapers have intimated that three present trustees may follow the new mayor's wishes. The city council voted 28 to 11 with the Dever administration a month ago; now, however, test votes have already shown that Mr. Thompson will control a majority, so there is no telling how the school board will act. There is a difference between school trustees and aldermen, in that the former are more or less isolated from direct control; they are more or less isolated from direct control; they have no patronage to be taken from them. The newspapers say that in the event that the new mayor is unable to control the school board, charges will be presented against the superintendent of schools as a basis for removing him. However, the school board will be the judge of the charges. Julius F. Smietanka, hold-over trustee who may be unprepared at once, was quested as follows: supplanted at once, was quoted as follows:

supplanted at once, was quoted as follows:

"Only the vote of the board members can remove Mr. McAndrew. I predict that a majority of the members will stand behind the superintendent until their terms expire and they are replaced. It will take Thompson at least two years, by this process, to secure a majority of the membership. I don't believe Mr. McAndrew will quit under fire and leave us in the lurch. I think he will stay on as superintendent as long as he has the support of the board, or until his contract expires."

The schools played an important part in the mayoralty campaign. Mayor Dever pointed with pride to 68 new school buildings constructed under his regime. Mr. Thompson responded that many of the buildings were poorly constructed; he dis-

played photographs alleged to show cracks in new buildings. Other charges of cheap materials or high cost were made. It was claimed that schools built during Mr. Thompson's former terms cost only half as much per pupil as those under the Dever administration. Many of the new buildings have been two-story schools.

Dever administration. Many of the new buildings have been two-story schools.

Mrs. John D. McCune, chairman of the educational committee of the Women's City Club, made an investigation of the schools and reported 22

an investigation of the Women's City Club, made an investigation of the schools and reported 22 accomplishments—advances in school service during the Dever administration. She states, "I am not connected with the administration of Chicago schools except as a citizen, but I was trained for teaching at Oswego, New York, state normal school and was officially connected for many years with the school systems in the state of Washington, and in Salt Lake City, Utah, where I was critic teacher in the department of education."

Mrs. McCune's list of accomplishments ranged from a statement of progress in the fundamental subjects to various successful innovations in administration. She called attention to the fact that the schools have been educating the parents in civic service, that they have provided satisfactory fire drills, have employed better teachers, have caused teachers to improve themselves professionally, have improved night schools, have abolished interruptions of various kinds, have discontinued collection of money for outside purposes, etc.

Mr. Thompson charged Superintendent McAndrew with lack of natriction.

money for outside purposes, etc.

Mr. Thompson charged Superintendent McAndrew with lack of patriotism. He promised to restore the picture of the "Spirit of 1776" and to permit collections for saving the battleship "Constitution." His most serious charge concerned the history text used in the schools, which he charged contains pro-British propaganda. Mr. McAndrew in his reply to this statement showed that if the entire paragraphs and the thought of the sections objected to were taken into account, no foreign propaganda of any kind would be found.

Head hunting is a characteristic of jungle tribes

Head hunting is a characteristic of jungle tribes men and Chicago teachers. Dr. Herman N. Bundeson, health commissioner, claims that 65,000 Chi-

(Continued on Page 153)

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Above—one of several buildings of the University of Tennessee that are painted throughout with Barreled Sunlight, in white and tints. Below—partial view of the Dental Clinic, where Barreled Sunlight Gloss White gives ceiling and walls lasting cleanliness and best possible lighting

Painted clean to stay clean-

WALLS that won't have to be repainted in a few months to renew essential cleanliness and light-reflection—

Woodwork that won't yellow almost before the budget can stand the expense of repainting—

Ceilings that won't scale or peel-

These are some of the advantages of painting with Barreled Sunlight, as they have done at the University of Tennessee.

Hundreds of other colleges and schools have likewise solved their interior painting problems with Barreled Sunlight, in Gloss finish, Semi-Gloss, and Flat, white or tinted.

For lavatories and kitchens—and for woodwork throughout—Barreled Sunlight Gloss gives a surface so smooth it washes like tile, and so durable that washing does not wear it away. Fully as handsome as enamel, but costs less and requires fewer coats.

For rooms where a flat finish may be preferred, nothing is more suitable than Barreled Sunlight Flat. Extremely handsome and uniform.

Barreled Sunlight Semi-Gloss strikes a happy balance between the two and is widely used in corridors, stairways, and many other places.

Made by the exclusive Rice Process, Barreled Sunlight is guaranteed to remain white longer than any gloss paint or enamel applied under the same conditions.

You can get Barreled Sunlight in cans from ½ pint to 5 gallons, and in 30- and 55-gallon steel drums. Easy to tint any shade with ordinary oil colors. Where more than one coat is required, use Barreled Sunlight Undercoat first. See coupon below.

U. S. Gutta Percha Paint Co., Factory and Main Offices, 44 Dudley Street, Providence, R. I. New York—420 Lexington Avenue; Chicago—659 Washington Blvd.; San Francisco—156 Eddy Street.

Barreled Reg U. S. Pat. Off. Sunlight

4 Dudley Street, Provide Please send me describer Barreled Sunlight. I an	dence, R. I. iptive literature and a sam interested in the finish che	nple panel painted with
Gloss 🗆	Semi-Gloss	Flat 🗆
Name	********	
Street	**************	



Mills Metal Partitions Reflect School Dignity

Products have personalities as well as persons. Dignity, charm, ruggedness, solidity, all these and many more are just as readily expressed by products as by persons.

Squeaky, slovenly appearing partitions in the lavatory reflect that kind of school attitude; indeed, they promote it.

Mills Metal Partitions are neat, substantial and quiet, in every way reflecting the dignity and character of a well managed educational institution.

We have just issued a booklet, "Making Money With Mills Metal," which illustrates and describes our line of metal partitions. A copy will be sent for the asking.

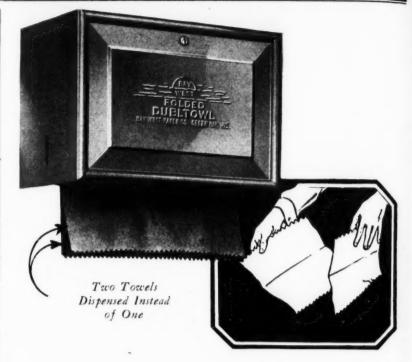
THE MILLS COMPANY

Wayside Road and Nickel Plate R. R. CLEVELAND, OHIO

MILLS

MILLS METAL PARTITIONS for offices, factories, lavatories, showers, dressing rooms, beauty parlors, etc. Hospital cubicles and screens.

MILLS METAL PARTITIONS for TIVES are located in more than fifty principal cities. Estimates gladly furnished on any job, large or small.



Why Dubltowls are "Double"—

Separate a Dubltowl. Drop water on a single sheet. Make the same test with a Dubltowl as it comes from the cabinet —double. Note the quicker absorption. Actually five times faster than a single sheet of the same material.

That's the secret of Dubltowl economy. That's why one Dubltowl wipes dry. The double sheet stops waste. No second helping is needed. Dubltowls reduce costs and provide a more satisfactory service under all conditions.

Dubltowls are made of unbleached, all-kraft material. Strong, lintless. No harshness. Can be used as readily on the face as on the hands. Dispensed from Dubltowl cabinet illustrated, or

Now: 200 School

Systems

Convincing proof

of Dubltowl economy is evi-

denced by the

fact that Bay

West Paper Co.

is now supplying

200 school sys-

tems with Dubltowls, whereas, a year ago only 10 schools were using them. your present standard size equipment. Size of sheet 103/4 x 10 in. 150 Dubltowls (300 sheets) to the package, 25 pkgs. per carton.

....

Singltowls

The same Kraft material in heavier single sheets for single delivery where desired.

Roltowls

Dubltowl material for economical roll type service. Recommended in connection with spring-stop fixtures.

Write for samples, prices and name of nearest jobber stocked to make immediate shipment.

Request on your letterhead will bring a Bay West Wash-Up Kit—a new combination of Dubltowls and soap sheets. A convenient travel accessory. Fits the door pocket of your automobile.

BAY WEST PAPER CO., Green Bay, Wis.



"ONE DUBLTOWL WIPES DRY-YOU TRY IT

PLUMBING

The Name to look for on Plumbing Fixtures

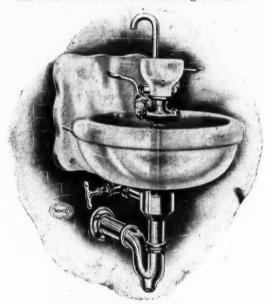


Plate 4375N

Vitreous china drinking fountain has combina-tion lever handle, self-closing faucet, concealed pressure regulator, vitreous china bubbler and goose neck spout for filling glass or pitcher. All metal parts heavily nickel plated.

For Sanitation

Sanitation is one of the predominating factors in the selection and purchase of plumbing fixtures.

NOXCO Plumbing Fixtures are not only scientifically designed to insure absolute sanitation, but are also durably constructed of selected materials, and combine mechanical perfection with beauty in appearance. Their installation is a positive assurance of absolute satisfaction and years of efficient and uninterrupted service.

NOXCO Plumbing Fixtures have been used in schools for over 45 years.

N. O. NELSON MFG. CO.

Pioneer Manufacturers of Plumbing Fixtures for Schools

MAIN OFFICE: ST. LOUIS, MISSOURI

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PIONEER MANUFACTURERS OF PLUMBING FIXTURES FOR SCHOOLS

Birmingham, Ala. Little Rock, Ark. Los Angeles, Calif.

(Continued from Page 150) cago pupils are afflicted with "pediculosis capitis," or head vermin. When teachers detect an infested or head vermin. When teachers detect an intested head, the carrier of the pediculi is advised to wash his head regularly with plenty of hot water and soap. Pediculi are known as carriers of deadly diseases. It is not unusual for teachers to find certain children with great patches of hair gone and the bare spots scabbed over. Such infections are usually due to contact with filth at home or on the streets. The difficulty with credingting these the streets. The difficulty with eradicating these infections lies in the fact that, when cured, re-infrection easily takes place. Afflicted pupils may be excluded from school only in case of nontreatment. Remedies suggested are (1) washing the head with green-soap, and (2) application of iodine. Occasionally a teacher will have several pupils in her room with half a dozen bare patches on their heads—bronzed with iodine.

—bronzed with iodine.

CHICAGO EDUCATIONAL SALARY
SCHEDULES OF 1927

(On April 13, 1927, Superintendent William McAndrew of Chicago, recommended new salary schedules for the 12,000 persons in the Chicago teaching
force. His report was sent to the Finance Committee of the Board of Education, and may be reported back for action on April 27th. Following
are excerpts from his report. The report is addressed to the school trustees as follows:)

These schedules represent an attempt to bring
payment of educational service in the Chicago
schools nearer to what it is worth, nearer to payments in other progressive school systems, and to
restore to some degree losses due to lowering of
the purchasing power of money in the expenses
undergone by educational workers. They have, according to all measurements, made by testers, by
committees of citizens conducting sampling days,
by the commendation of parents and taxpayers, by by the commendation of parents and taxpayers, by the testimony of all the local press and in the opinion of the editor of the most widely circulated educational journal in the United States, achieved successful teaching of the fundamentals, realized the state requirement for "thoroughness and efficiency" in arithmetic reading systing greatling the state requirement for "thoroughness and efficiency" in arithmetic, reading, writing, spelling, civic service, reduction of failures, care of children's health, street-safety patrol, reduction of truancy, care of unfortunates, and attention to the heeds of working youth. By caring for large numbers they have saved thousands of dollars and reduced the number of classes on part-time and ir-

regular sessions. Whatever many interruptions to regular sessions. Whatever many interruptions to their work you have abolished, whatever plans you have approved, it is your working staff of twelve thousand public servants who have done the work, and in the face of reduced income due to rising costs increased the value of teaching. In a rich and prosperous city surrounded by school systems paying more, they have done work which every survey has shown to be of increasing merit. They paying more, they have done work which every survey has shown to be of increasing merit. They should be rewarded. "Wages are for the encour-agement of industry."

Throughout the consideration of this matter, these ideas have been paramount: the efficiency of educational service is the main consideration. It depends closely upon the financial situation of the workers. Adjustments should be anticipated and made by the employers, the people, represented by the board of education, and should not wait for appeals from those receiving the salaries. The syspeals from those receiving the salaries. The system should be saved the excitement attendant upon a salary campaign. The rewards should encourage high-grade professional preparation and should attract and retain the highest class of workers. The educational service is the main concern of the system. All other activities are supplementary; but the wages of those rendering supplementary service: builders, caretakers, artisans, have been repeatedly increased in this system.

The board of education has very properly con-

The board of education has very properly considered whether the public approves salary adjustments. (1) The newspapers have consistently advocated correction of these schedules. (2) The largest association of businessmen in the city, the largest association of businessmen in the city, the Chicago Association of Commerce, has endorsed the salary schedule in 1925, and on March 25, 1927, sent to the finance committee a representative to urge its adoption. (3) On March 16, 1927, the city council unanimously resolved that the board of education should secure an increase in salary to the Chicago teachers which would be just and deserving

serving.
Other workers than teachers can raise their prices to meet depreciating values of money. Only your action can keep these people from loss occasioned by rising prices. Teaching is a public monopoly, with school boards as directors. The fixing of wages to balance costs is a function and of school boards.

Every person who has had any share in making these schedules subscribes to the conviction that the only valid reason for them is to maintain and increase the public service. The propositions are coupled with a promise to do so.

There are 196 separate schedules included in Mr.

McAndrew's recommendation. A few of the principal ones are reproduced here. The superintendent's report makes the adoption of the new sched-ules effective as of January 1, 1927, i.e., retroactive

ules effective as of January 1, 1927, i.e., retroactive to the beginning of the present fiscal year.

One important principle in schedule-making is evidenced herein, namely, small annual increments at first and large ones later. The arguments in favor of this plan are roughly these: The first years of teaching are a practice period in which the young teacher is not nearly as efficient and valuable to the school system as she will be later; it is a tryout period—many girls have drifted into teaching, and they may find themselves temperamentally or professionally unsuited to teaching; many young girls get married during this period and quit the profession. At about the time when a many young girls get married during this period and quit the profession. At about the time when a teacher has proved her worth, when she has decided definitely on a teaching career, and when her services begin to prove more valuable to the board of education, she will start getting large annual increments. The beginning elementary teacher, for example, starts at \$1,500. For the next two years her salary increases only \$50 per year. But beginning with the sixth year, she is getting an annual increase of \$250 and mounts rapidly to a maximum of \$3,250 for a ten-month yearly salary.

In order that teachers now in service in the lower section of the salary schedule shall not suffer a re-

section of the salary schedule shall not suffer a reduction in pay under the new schedules, they are permitted to stay on the present schedules until the sixth year, and then cross over when it is to their advantage to do so. To provide, further, that these teachers actually receive an increase at once, Mr. McAndrew's report recommends that every Mr. McAndrew's report recommends that every teacher be advanced one year on the schedule immediately, whatever schedule she may be on.

Thus, if the report is adopted by the school board as recommended by the superintendent, no teacher in Chicago will receive less than a \$100 increase at

in Chicago will receive less than a \$100 increase at once, and every elementary teacher will receive an immediate increase of at last \$125 per year.

Elementary Teachers
The elementary teachers' schedule includes the teachers of manual training, household arts, physical children deef truent education, crippled children, deaf. anemic, subnormal, epileptics, hospital, printing,

(Concluded on Page 179)

In the Long Run, Quality is Economy

PAINT JOB can be no better than its foundation coat. The condition of the last coat depends on the base that underlies it.

When Hockaday was first applied as a foundation coat, 20 years ago, it began building a reputation. It held the friends it made the first year through its excellent condition at the end of that time, and doubled their number the next year. Its present number of friends is proof of the permanence of its character and its users' good will.

Today, it receives the supreme compliment of being selected for the foundation coat in the new 3000 room Stevens Hotel, Chicago. Nothing more need be said to show that Hockaday is a quality paint which in the long run means maximum economy.

HOCKADAY, Inc.

1823-1829 CARROLL AVENUE **CHICAGO**

> Representatives in all principal cities



In the World's Largest Hotel, Hockaday is Used Throughout as a Foundation Coat All interior painting and decorating by W. P. Nelson Company, Chicago



THE WASHABLE PAINT

"PAINT MILEAGE"—AN INVALUABLE BOOK, IS FREE TO YOU

ECONOMIES IN SCHOOLHOUSING

(Concluded from Page 66)

extent to which the recommendations may be followed will be limited somewhat by the size of the school plant. In very small schools each instruction room will be required to serve two or more subjects, and the amount of blackboard will have to be reckoned accordingly. As the size of the school increases to the point where programming will permit the exclusive use of assigned rooms for specified subjects, the recommendations may be followed in detail.

In addition to the possible economies, which after all are but material ends, more effective classroom instruction should be possible through the larger use of tacking space, bulletin boards, and exhibit cases. Furthermore, in no small way the hygiene of the classroom should be better, and aesthetics derive material benefit.

TABLE VIII—Distribution of Pupil Use of Blackboards in Junior High-School Subjects Expressed in Percentages of the Total Number of Classes

Per cent of classes falling within range of pupil use indicated
Maximum Pupil Use

	No. of								Over
Subjects	classes	U	1-5	6-10	11-15	16-20	21-25	26-30	30
English	294	38.1	24.1	14.6	15.0	5.1	2.5	.3	.3
Free-hand Drawing	. 136	76.5	22.8		.7				
French		7.7	19.2	23.1	21.2	19.2	3.8	3.8	2.0
Household Art		77.6	19.4	1.5		1.5			
Household Science	42	85.7	9.5			2.4	2.4		
Latin		20.0	12.0	12.0	24.0	20.0	4.0	8.0	
Mathematics		6.1	11.7	16.4	21.9	21.5	12.6	7.9	1.9
Music		79.8	7.4		7.4	4.3		1.1	
Science	. 112	42.9	53.6	3.5			4 * *		
Shop		54.5	40.9	4.6					
Social Studies	. 213	40.8	40.4	11.3	2.9	1.4	1.4	0.	.9
Spanish		10.3	13.2	23.5	20.6	22.1	1.5	8.8	
Typing	. 50	84.0	4.0	12.0					

TABLE IX—Suggested Allocation of Blackboard by Subject of Instruction
(Subject placement assigned on the basis of more than 75 per cent of the subject classes falling within the limits of use indicated)

JUNIOR HIGH SCHOOLS

SENIOR HIGH SCHOOLS

Free-hand Drawing ... 76.5 Household Art 77.6 Household Science ... 85.7 Music 79.8 Typing ... 84.0

SENIOR HIC
Blackboard on front
wall only, approximately
20 feet
1 to 10 pupils using blackboard at one time
Per cent
Subject of classes
Biology 86.4
Bookkeeping 90.0
Chemistry 99.2
English 76.0
Household Science. 100.0
Mechanical Drawing 98.9
Music 81.6
Physics \$5.0
Physiology 90.0
Social Studies 93.8

Shop Social Studies.....

Blackboard on front and side walls, approximately 40 feet 11 to 20 pupils using black-board at one time Per cent

French
Latin
Mathematics
Spanish

Blackboard on front. Blackboard on tront, side, and rear walls, ap-proximately 60 feet 21 or more pupils using blackboard at one time Per cent Subject of classes

PROFESSIONALIZING THE SCHOOL-BUILDING PROGRAM

(Continued from Page 67)

- (1) Specially constructed ducts leading to attic, which is used as a plenum chamber, and from thence it is given an outlet through ventilators in the roof.
- (2) Natural leakage through windows and up stairways to attic and out through roof ventilators.
- (3) Accelerated, if need be, by exhaust fans in outlet air ducts.
- b. May be modified so that when desired, the air inside may be recirculated without, for the time being, bringing in fresh outside air.
- c. May be provided with a mechanical air washer—the air being passed through a chamber filled with a water spray and then forced against "scrubber plates" over which water flows, the dirt and dust particles being carried out of the air by the water.
 - d. Filter may be of cloth, hemp, steel wool.
- e. Air may be introduced at any desired place in the room. Type considered satisfactory has inlet at least 8 feet from the floor, on end wall of room as near outside wall as possible, with the outlet at the floor in same wall at the other end of the wall.
- 2. Types of Plenum System:
- "Central." All pressure for ventilation located in a central plant usually in a basement area and air is forced to different rooms through ducts. May be (1) trunk duct arrangement, (2) different duct plan or (3) single duct plan.
 - (1) Advantages:
- Gives control of amount of air entering (a) rooms.
- (b) Gives control of temperature of air entering rooms.

(Concluded on Page 156)

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B: Yes, they're good towels. One does the work of two or three.

What a saving on necessities!

National Paper Products for your schools

"No-Waste" Toilet Tissue

The tissue that is soft, strong and absorbent. 800-sheet packages. 125 packages to fibre cartons. Nickel, green or white cabinets leased.

"Public Service" Towels

Regular and Junior sizes. 150towel packages; 25 packages to carton. Sheet metal cabinets in white or olive green.

"Toiltex"-in Rolls

rooo counted sheets in a sanitary wrapped package for the home. Same quality as "No Waste" and made from clean spruce wood only. WEALTHY schools have found no better towels—others have found none more economical—than Public Service Towels. They combine great absorbency with strength. They dry like linen—"rub, don't blot." One does the work of several.

More Public Service Towels are used than any other towels in the world, because they give utmost satisfaction and value.

School systems throughout the country are saving from 20% to 30% through the use of Public Service Towels and No Waste folded Toilet Tissue, manufactured with the economies of quantity production and dispensed through fixtures that prevent waste. You too should make this saving.

A post card will bring full information.

NATIONAL PAPER PRODUCTS CO.

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PUBLIC SERVICE TOWELS

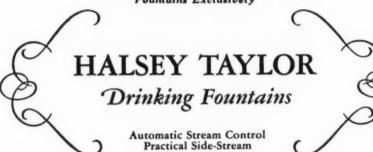


A slanting stream that is really practical!

Schoolboard officials know now that the vertical stream in a fountain is PASSE'. The stream must slant to keep from falling back upon the source of supply. But all slanting streams are not PRACTICAL! Halsey Taylor Drinking Fountains owe their nation-wide popularity to this fact - they are sanitary and at the same time PRACTI-CAL. The water is never too high or too low, lips need never touch the projector, and the drinking mound is kept at a practical and convenient drinking height at all times!

The Halsey W. Taylor Co., Warren, O.

Largest Manufacturers of Drinking Fountains Exclusively





Automatic Stream Control

-that's why!

Why is the stream always at the same height in a Halsey Taylor Drinking Fountain? The exclusive Taylor AUTOMATIC STREAM CON-TROL keeps the stream constant, be the pressure high or low! This means there is no necessity for lips to touch projector-it means that the water is always in the bowl, never on the floor. It means that Halsey Taylor is always safe and sanitary—the best for schools.

(Concluded from Page 154)

Gives control of source of air entering (c)

Gives control of cleanliness of air entering rooms

(e) Makes possible unification with heating system.

(f) Gives control of ventilation independent of teachers.

(g) Gives control of circulation.

Disadvantages: (2)

Windows in all rooms must be kept (a) closed or system will not work.

(b) Expensive to install, operate and maintain.

(c) Individual teacher cannot regulate her own room.

(d) Air likely to be too low in humidity due to change in volume of heating. (e) Requires high grade janitor service or

b. "Unit." Each room has a ventilating system of its own, its own intake, its own outlets, its own power plant and heating unit. May have its own filter.

(1) Advantages:

Control of amount of air entering room. (a)

Control of source of fresh air. (b)

Control of temperature of fresh air. (c)

(d) May be unified with heating system.

May control cleanliness of air.

Little attention needed, but individual teacher may regulate to suit her own wishes.

(g) What is done in one room does not affect ventilation in the others.

(h) Alleged saving in operation costs?

(i) Less wall space used for ducts, hence

greater latitude in partitions.

(2) Disadvantages:

Expensive to install, although some (a) claim it is not more expensive than the central plenum system.

(b) Automatic control not feasible.

Special construction to insure silence (e) while operating.

(d) Central control not possible at the same time.

VI. Safety engineering. The report of the International Association of Fire Engineers of 1917 contained such recommendations as the following:

All basements should be eliminated.

A. B. The heating plant should be cut off from the first floor and should be entered from the

C. All partitions, ceilings, walls should be covered with metal lath and cement plaster and all closets of metal.

D. All doorways in cold air rooms should be fitted with standard fireproof and self-closing doors and all openings to air ducts should be filled with automatic fire shutters. The air duct itself should be fireproof.

E. Gas meters must be in fireproof rooms.

F. Attics should have automatic sprinklers.

G. All electric wiring should be in accordance with the "National Electric Code.'

These indications of the very specific nature of the contributions of professional groups show how very complex is the problem of providing scientifically and artistically for the accommodation of the school population. While seeking the utilization of the contributions of science and art, those responsible for decisions must ever keep clearly before them the realization of what is practicable in terms of utility and cost.

In each of the professional groups concerned individuals are found who are more interested and more keenly sensitive to these problems than others. This is true of those who are school administrators as well as of the architects and engineers. As the chief executive officer of the school board, it is incumbent on the superintendent to assume the responsibility of seeing that the contributions of all are assembled, focused and fully utilized in the determination and carrying through of a school building program.

AMONG BOARDS OF EDUCATION

The village and rural school boards of Han-Findlay. The speakers were Mrs. Burton Houseman, director of music at Liberty township, J. W. Whitmer, county superintendent, and C. H. Parrett, superintendent of the McComb schools. The subjects of discussion were school administration, music and athletics. music, and athletics.

The women of Fairfield, Iowa, entered with unusual energy into the school election and secured the election of their candidates, Mrs. Nellie Van Nostrand, by 1,194 votes, and Mrs. Elizabeth E. Hunt by 1,117 votes. Two male candidates received 705 and 543 votes respectively.

At a meeting of the rural boards of education of Lake County, Ohio, the following school legislation was urged: (a) lowering age of compulsory at tendance; (b) permitting boards to provide pensions for custodians; (c) to exempt boards from paying assessments for public improvements; (d) to raise the mill tax from ten to fifteen mills; (e) to make it legal to hold teachers' institutes on Saturdays and pay them for attending.

—The educators who fostered changes in the school laws of Idaho were denounced by some of the legislators. John I. Hillman, executive secretary of the Idaho State Teachers' Association, was barred from the senate floor for the rest of the legislative session. Supt. C. F. Dienst was called a "Czar." The controversy was over a proposed "Czar." The controversy was over a proposed school tax law. It was claimed that a bulletin sent out by the association had reflected on the character of the legislators.

HAAS



GREENFIELD HIGH SCHOOL PITTSBURGH, PA.



PUBLIC SCHOOL Nº 5. WEST HOBOKEN, N.J.



JACKSON GRADE SCHOOL DAYTON - OHIO.



OHIO VALLEY HOSPITAL STEUBENVILLE, OMIO.



U.S. GRANT SCHOOL YOUNGSTOWN, OHIO



SIMMS SCHOOL HUNTINGTON W.VA.

HAAS FLUSH VALVES

AND WATER CLOSETS

-a dependable installation!

When you recommend or specify Haas equipment for your school, you are concurring in the choice of careful buyers during more than thirty years!

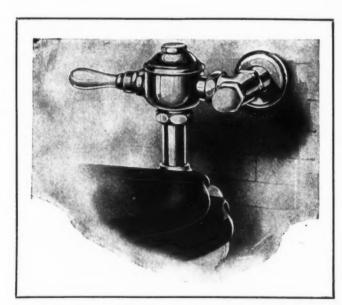
The wisdom of your decision will be evident from the fact that many of the original Haas installations made so long ago, are still giving dependable service with a minimum of upkeep cost today.

No matter where your school is situated — no matter what the conditions of climate, soil or water — we can cite a Haas installation near you for your inspection.

The more you know about sanitary equipment, the more surely your choice will be Haas Water Closets and Flush Valves. Let us give you the facts and figures — now!

Haas Flush Valves have no metal-to-metal contacts that cause rapid wear—no complicated mechanisms, needle-point adjustments nor small ports that clog. Positive control of flow and after-fill; internally self-cleansing in all waters.





PHILIP HAAS COMPANY
DAYTON, OHIO

Established 1896

Ferroplywood Partitions

Especially Designed for School Buildings



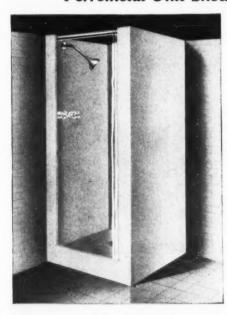
TYPICAL FERROPLYWOOD INSTALLATION, Chicago Public Schools



Sound Proof, Sanitary, Non-Absorbent, Non-Cracking or Chipping, Rigid Construction, Panels are not separate but welded and Inter-locked into posts, no butt joints or open



Ferrometal Unit Shower Stalls



PRACTICAL-ECONOMICAL-DURABLE-

FERROMETAL UNIT SHOWER STALLS are suitable for every require-ment, low in cost, and have been de-signed for the pur-pose of taking the place of Tile, Mar-ble, Slate or Cement, and are positively ble, State or Cement, and are positively guaranteed non-leakable, furnished with one piece metal bottom providing ample drainage.

COMPLETE LAYOUT AND PLANNING SERVICE-

WRITE FOR CATALOGUE No. 10.

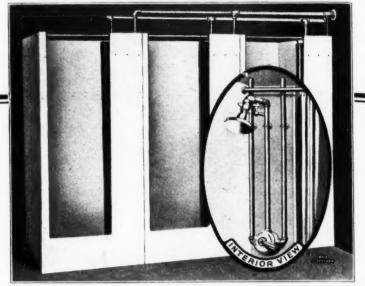
Upon request we will furnish plans and quotations when provided with layout and plumbing requirements.

LITTERER BROS. MANUFACTURING CO.

CHICAGO

3022-3032 North Rockwell Street

Representatives in All Principal Cities



NIEDECKEN SHOWER STALL

FOR SCHOOL INSTALLATION Can Be Set in Batteries of Any Number A LEAK PROOF FIXTURE Complete With Niedecken Shower

The walls of the stall are made of a continuous sheet of No. 10 gauge copper bearing steel which with the riser are welded to the bottom. After installation, the exposed surfaces must be finished with water proof enamel paint.

Write for Bulletin S.B. 15X

HOFFMANN & BILLINGS MFG. CO.

Bradley _ Washtountains

PROMOTE BOTH CLEANLINESS AND SANITATION REQUIRE BUT A

"The First Cost

is the Last Cost"

Bradley Washfountains represent a great advance in modern washroom equipment. They promote both clean-liness and sanitation, are self cleaning and require but a minimum of janitor

And Bradley Washfountains are most economical. Their use reduces the number of fixtures required. They save floor space, use less water, and permit the use of fresh tempered water at all times.

For use in Schools, Colleges and Universities and in every type of public lavatories, there is no fixture equal to the Bradley Washfountain in utility, durability and beauty and in economy of operation and mainte-

Write for Catalog

Bradley Washfountain Co.

Milwaukee ,

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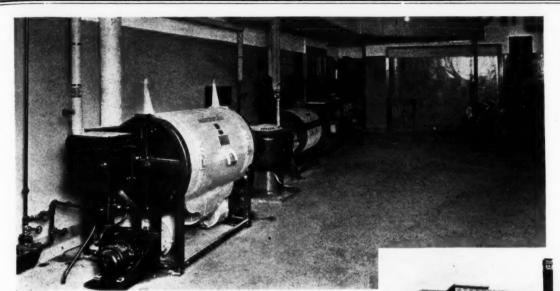
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A FEW SCHOOL INSTALLATIONS

A FEW SCHOOL
INSTALLATIONS
Crane Technical High School,
Tilden High School,
Schurz High School,
Austin High School,
Austin High School,
Morgan Park School,
Chicago, Ill.
Garvey School,
Los Angeles, Calif.
Theodore Roosevelt Junior
and Senior High School,
Amsterdam, N. Y.
Marquette University,
Continuation School,
Milwaukee, Wis.
Fortuna Grade School,
Fortuna, Calif.
Washington Ave. High
School,
Canton, Ohio
High School,
Green Bay, Wis.
Fond du Lac, Wis.
South Omaha High School,
South Omaha, Nebr.
Woodland Union High School,
South Omaha, Nebr.
Woodland, Calif.
Old Government School,
Oneida, Wis.
Great Neck, L. I.
High School,
St. Charles, Ill.
AND MANY MORE.

AND MANY MORE.



This compact but efficient laundry unit at Central Junior High School makes it unnecessary to keep on hand an extensive supply of linen and uniforms, and in-sures prompt and perfect service.

Central Junior High School, Kansas City, Mo.

"Not only practical —but indispensable"

that's the way the School Board puts it

Central Junior High School is one of the modern high schools of Kansas City which has its own laundry-an "all-American" department. And with the laundry under the direct control of the school officials, such articles as uniforms, cafeteria linens, laboratory aprons and towels can be handled quickly and inexpensively.

The Board of Education of Kansas City will be glad to

tell you of the advantages of having a school maintain its own laundry - tell you, too, how at the Central Junior High School the laundry is not only practical, but indispensable.

May we add a word about some of the other school laundries we have planned and installed? A card will bring you some very interesting information.

THE AMERICAN LAUNDRY MACHINERY COMPANY, Norwood Station, Cincinnati, Ohio

The Canadian Laundry Machinery Co., Ltd. 47-93 Sterling Road, Toronto 3, Ont., Canada

Agents: British-American Laundry Machinery Co., Ltd. Underhill St., Camden Town, London, N.W.1, England

DISMISSING THE TEACHER
(Concluded from Page 40)
his job. However, the possibility of being discharged, on the other hand, has often proved a deterrent to slovenliness and laziness. The divine right of kings in ancient days caused quite a lot of dissatisfaction.

So where a condition arises in school systems that seems to warrant the removal of the teacher, it should not be looked upon by the school board as such a stupendous task if the conditions really deserve that the teacher be removed. There is, however, an important factor to be considered in contemplating a teacher's removal, and that is as to whether or not there is evidence to sustain the charge. So, it would seem to be better to reserve all talk of removal so far as the public is concerned until after the removal has actually been accomplished as it will only make conditions worse. And, in the event that the teacher be not removed, one can easily imagine what a state of feeling will be aroused in the district if the school board has forgotten itself to the extent of making boasts as to just what it intended to do. So, removing a teacher is merely a matter of routine to the school if there is a sufficient cause, provided that sufficient evidence is available.

A SCHOOL BUDGET PLAN
(Concluded from Page 45)
total amount or quantity of each article that should be ordered by the school city.

5. Obtain bids on these supplies.

6. Order supplies and, when they arrive, deliver at the first of the term the entire year's supply for each school.

7. Each principal will store his apportionment of supplies in a storeroom provided for that purpose in his building.

8. Each principal will carry a perpetual inventory subject to our examination. At all times his book inventory should check with the actual storeroom count.

																					Е	11	ro	llmen
Central High					 																 		1.	500
Reitz High																								500
Bosse High																								800
Douglass High	1				Ů.				Ī	ì				Ì	Ĭ	ì								200
Baker School				 i						Ì				i	ì	Ì								825
Bosse Element	arv						ì			Ì.					ì									350
Emma Roach								٠.				١.			ì									475
Campbell									1	1			Ċ	•	î	•	•							800
Carpenter				 `	 1				•	ì				Ĵ	Ĵ	Ĵ	•							525
Centennial				ľ					Ċ	•				ì	ì	1	•							925
Chestnut-Waln	111				 •				•	Ċ				Ĵ	ì	ì	•							675
Howard Rooss	1	•		•	 Ů					^	. '		_	•	•	î	•							775
Columbia								٠.							•	•	•	•	•					725
Delaware					Ċ	•			•	1			-	i	î	i	ī	•						750
Fulton				•	 •					•				•	•	•	•		1	•				850
Henry Reis				•	 •				•	•			•	•	*	•	•	•						500
Daniel Wertz				•	 •		• '		۰	٠				۰	۰	٠	•		•					450
Stanley Hall .				 ,	 *	*	* '		*	*				•	•	•	•	•	•					800
Wheeler				•	 •		. /		•	•				•	•	•	•		*					525
Governor																								650
Third Avenue				 *		*	* '		,	*	*			*	٠	*	*		*	•				150
Anti-d Avenue			•											*										100
TOTALS.																							13	750

Here is the budget adopted for the school year 1927-28: This budget calls for an expenditure of \$16,500 for the high schools, and an expenditure of \$33,000 for the elementary schools. Besides the minimum amounts set aside in the beginning, it allows a per capita of \$4.25 in the high schools, and of \$2 in the elementary schools.

Any expenditure for any of the following items will come out of the principals' budget:

1. Instructional supplies.
2. Janitors' and Engineers' Supplies.
3. Supervisors' Supplies.
4. Repair and Replacement of Instructional Apparatus.
5. Repair and Replacement of Furniture 6. Repair and Replacement of Other Equipment.
7. Books and Repairs.
8. Additional Furniture.
9. Additional Instructional Apparatus.
10. Electricity in Elementary Schools.
1. Electricity in Elementary Schools.
1. Instructional Apparatus.
1. Electricity in Elementary Schools.

This budget plan should result: (1) in an accurate cost system for each school; (2) a definite means of comparing the schools in order to point out any evidence of extravagance in any particular school; (3) a means whereby the principal can, by carefully following his budget, secure those things which his school particularly

Minimum	Open-Air	Per-Capita	
set aside	Schools	Quotas	
\$ 1,000.00		\$ 6,375.00	\$ 7,375.00
1.000.00		2,125,00	3,125.00
1.000.00		3,400.00	4,400.00
750.00		850.00	1,000.00
500.00	\$ 250.00	1.650.00	2,400.00
500.00	÷ =00.00	700.00	1,200.00
500.00	250.00	950.00	1,700.00
500.00	400,00	1.000.00	2,100.00
500.00	250.00	1,050.00	1.800.00
500.00	250.00	1,850.00	2,600,00
500.00	250.00	1,350.00	2.100.00
500.00	250.00	1.550.00	2,300.00
500.00	250.00	1.450.00	2,200.00
500.00	250.00	1.500.00	2,250.00
500.00	250.00	1.700.00	2,450.00
500.00	250.00	1.000.00	1,750.00
500.00	200.00	900.00	1,400.00
500.00	250.00	1,600.00	2,350.00
500.00	250.00	1.050.00	1,800.00
500.00		1,300.00	1,800.00
500.00		300.00	800.00
0.00.00		300.00	000.00
\$12,250,00	\$3,000.00	\$34,250.00	\$49,500.00

The matter of school accounting should be fairly simple and accurate. We carry a dis-bursement ledger by schools, and can, at any time, tell just how much any school has left in its budget. In this system, every purchase is made for some particular school. Therefore, all claims can easily be divided by schools, and entered in the disbursement ledger.

Our arrangement seems to be a satisfactory compromise. The business office determines the amount that each school is to spend. The principals are given a great amount of freedom when it comes to making up orders for their schools.

THE INTELLIGENCE OF PUBLIC-SCHOOL TRANSIENTS

(Concluded from Page 52)

Of these, the first two are very probably closely connected with the lack of intelligence. Scientific studies on the question would seem to indicate that they are. The third probably has some relation also to intelligence, but perhaps to a lesser degree. The last three are not so closely related though the dislike of the teacher might be indirectly due to difficulties of adjustment connected with lack of intelligence.

A NEW MEASURING STICK IN EDUCATION

(Concluded from Page 46)

ever, he has chosen to employ the ordinary intelligence quotient which is the product of a whole battery of tests he gives for the combination reading-comprehension-vocabulary range employed by Dr. Wetzel as an ability coefficient.

This year the report cards issued at the Trenton high school carried a new blank. The effort rating went there and those lazy enough to achieve only a C or a D rating for effort, even though their subject grades averaged fairly high, were called to account. Thus began a new era in modern high-school management. Teachers and principals may now readily spot the loafers even though they are hiding behind fairly good achievement ratings. What to do after spotting them is a problem in human management.

THE RIGHT OF SCHOOL AUTHORITIES TO EXERCISE CONTROL OVER PUPILS OUTSIDE OF SCHOOLS

(Concluded from Page 49)

ful attitude toward teachers. While any normal pupil realizes that ridicule or disrespect of teachers will ruin school discipline, they cannot be expected to know exactly what public attitude they should show toward authority further removed than teachers, principals, and superintendents. The courts have upheld the right of the school to suspend pupils for public ridicule of school rules, but stated that some other method of discipline and control would have been better. School boards are still further removed than school rules and the supreme court of Iowa²⁶ has ruled that pupils could not be punished for public ridicule of board members in the absence of a rule applying to such conduct.

Absence and tardiness have been held to be detrimental to good order and discipline and may be punished by expulsion.

The school may require that students do homework and that outside activities which continually and consistently interfere with schoolwork, good order or discipline may be forbidden.

However, such rules must apply to some specific activity that is harmful to the school. That is, the school cannot regulate the general social activities of students. The right of such regulation belongs to parents. For example, the school authorities cannot specify a uniform for pupils, when they are away from school, force them to stay at home during certain hours, or forbid them to take part in the usual social activities of the community.

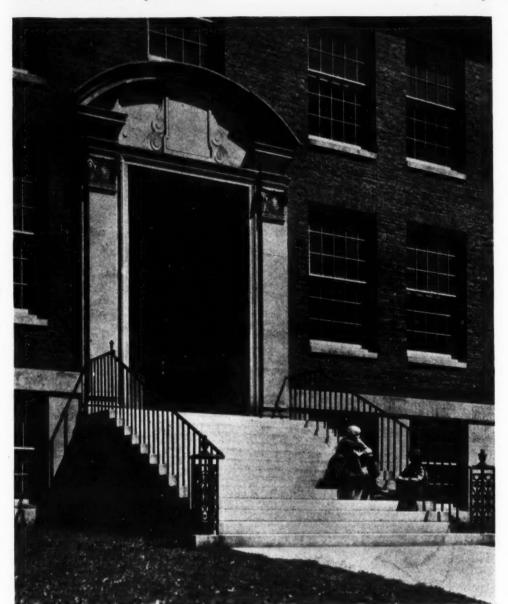
²⁶Murphey v. Independent Sch. Dist., 30 Iowa 429.

CONTRACTS BETWEEN ARCHITECTS AND SCHOOL BOARD

(Concluded from Page 50)

"Upon the completion of the preliminary structures a sum equal to twenty per cent of the basic rate computed upon a reasonable estimated cost. Upon completion of specifications and general working drawings (exclusive of details) a sum sufficient to increase payments on the fee to sixty per cent of the rate or rates of commission agreed upon, computed upon a reasonable cost estimated on such completed specifications and drawings, or if bids have been received, then computed upon the lowest bona fide bid or bids.

"The reasonable interpretation of the contract is," said the court, "we think, that if the work was done under the supervision of the architect he was to have a fee of eight per cent of the cost of all the work, but in the event appellant decided to abandon or discontinue the work he was to be compensated according to the schedule of the American Institute of Architects, and the amount judgment was rendered for was in accordance with that schedule. While no contract was ever let, bids were received, and the compensation for which judgment was rendered



ENTRANCE DETAIL, B. F. BROWN JUNIOR HIGH SCHOOL, FITCHBURG, MASS.

J. D. Leland & Co., Architects, Boston, Mass.
(See Pages 57-58.)

was upon the lowest bid made for doing the work."

The supreme court then reaffirmed the judgment of the appellate court, and thus decided in favor of Architect Llewellyn.

WHEN ESSENTIALS COUNTED

(Concluded from Page 55)

my mind. No doubt you have been thinking. Discussion, I suppose, is unnecessary. The responsibility anyway should be borne equally if anything comes up later. We know the man—the conditions—local feeling. And, gentlemen," with much firmness in his voice, "we must consider sentiment. Can the man last another year? That's the question to consider. We can act secretly, report to him, and it needn't become public for some time."

Burns prepared the slips and passed one to each of the members who were now standing silently about the room. Munsen and Adkins were near each other looking out of the window down the street. Everything as the president had suggested was informal. He was the first to write on the slip and place it writing downward on the corner of the table. Then he looked them over and felt their hesitancy was natural enough. Maybe the meeting was sudden. Then men hesitate especially when power is so concentrated, to vote a man out of a positionout of the community-for that is what it means to a schoolman. Peninger was the second to deposit his ballot. Then Russell wrote heavily and quickly and at the same time gave a low whistle as he added his slip to the other two. Then Adkins wrote upon the slip on the windowpane clearly visible to all, and finally Munsen, who deposited the last two with the others.

"You're last, Munsen—count and report," as the chairman swung back and placed his feet on the table. Munsen slowly fitted his glasses and looked over the slips even unto the third time and hesitated.

"Well?"

"It's four to one, Mr. President, for—retention."

"How's that?" as he swiveled again into position at the table to read the slips.

For a time there was silence—painful silence—the silence between the lightning and the clan.

"Say, Munsen, what's the idea! I thought you and Adkins didn't like the man."

"I don't," snapped Munsen.

"Then, why these?" as Burns held up the two slips.

"Well, what's your objection to the school-work? I mean, now, the real management of the schools—none of the outside activities. I for one voted for Harrison simply because he has made good in the schools."

Again there was silence—long and painful—when any voice or sound would have been like music.

"Is there anything else," came from Burns in tones that had changed completely, "to consider, men?"

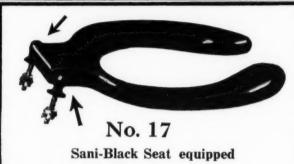
And again there was that sullen silence for a long minute.

"The meeting's adjourned."

All passed out silently—no sounds of voices as they passed down the hallway. Then, after Burns had closed the door and had again placed his feet on the table, he muttered to himself: "School people apparently are not the only ones to experience reactions."

Eliminate Toilet Seat Maintenance Costs of every kind forever

Polishing costs are eliminated when Church Sani-Black Seats are installed. They are always polished but never need polishing.

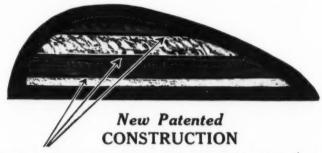


Sani-Black Seat equipped with Sani-Black Hinges

These Sani-Black Hinges are black in color. But the black is not a surface finish. It is a thick, hard, black composition molded over a brass core. There is nothing to wear off. You can't even smash it off with a hammer.

Replacement costs are eliminated when Church Sani-Black Seats are installed. They are guaranteed for the life of your school building.

TOILET seat maintenance costs of every kind can be eliminated by installing Church Sani-Black Seats. They are guaranteed for the life of your school building so will never have to be replaced. There is nothing on them to ever rust, tarnish or corrode. They are always polished but never need polishing. They are beautiful jet black seats that will retain their brilliant lustre indefinitely. That is why Church Sani-Black Seats with their Sani-Black Hinges eliminate maintenance costs of every kind forever. They are a source of economy in addition to being a credit to your school building.



Church Sani-Black Seats are the *only* seats made with a laminated wood and rubber core. This wonderful new construction gives the seat full protection against moisture, atmospheric or climatic condi-

tions and abuse. There are no joints anywhere in the seat or covering. There is no finish to wear off. They are not affected by acids. That is why Church Sani-Black Seats are unconditionally guaranteed never to break, splinter, chip, craze, crack or wear out—but to last for the life of the building.



Note the perfect uniformity between hinges and seat.

Replace your present seats

The Church Sani-Black Seat fits any standard make of bowl. Can be installed in a few minutes with an ordinary pair of pliers. Once in place you never need think of buying another, for it will never wear out.

Church Sani-black Ports

for

fter

elf:

LOOK FOR THIS NAME ON UNDER-SIDE OF SEAT

Send for cross-section — CLIP COUPON

C. F. CHURCH MFG. CO., Dept. CD-3, Holyoke, Mass.

Gentlemen: Kindly send me a cross-section and complete information on your full line of Sani-Black Seats.

Name

Street

City

State

Name of School

No. of Toilets

"Health-Bubblers" for Children!



In school buildings or on playgrounds, there's no safer, more sanitary way to refresh children than permitting them to drink from a Rundle-Spence Vertico-Slant Sanitary Drinking Fountain.

The contamination of lip-contact is automatically eliminated because lips can't touch the R-S nozzle. The slight slant stream prevents water from falling back upon the jet. Besides, R-S Vertico-Slant Fountains take up little space, check the waste of water and give continuous service over a period of years.

The R-S line includes Sanitary Drinking Fountains, Bath and Plumbing Fixtures and Supplies. Write for illustrated catalog with complete information.

> RUNDLE-SPENCE MFG. CO. 51 Fourth St., Milwaukee, Wis.

UNDLE-SPENCE



Handsome vitreous china one piece fountain. Combines all the conveniences of the verti-cal stream with the special slanting stream feature. Glass or cup may easily be filled from it.

C 147

A pedestal fix-ture of galvanized pipe with extra heavy vitreous China bowl and ver-tico - slant stream. An ex-tra strong fountain for the play ground.



UNIT COSTS OF SCHOOL BUILDINGS

(Concluded from Page 60)

each school building shall be devoted to instructional purposes. The details of this basis can be found in the report of the Committee on Schoolhouse Planning and Construction.

6. Percentage of cost basis. The sixth estimate which is well worth while is an analysis of cost of general construction, plumbing, heating and ventilation, and electrical service, and a determination of the distribution of costs. A percentage analysis of this kind, however, involves some factors which are not comparable in various sections of the country. A building in southern California will require a heating system that is very simple and economical, while a building in northern Minnesota will require quite an elaborate heating plant. In the north central states, an efficient building generally requires 80 to 81 per cent for general construction, 9 to 12 per cent for heating and ventilation, 41/2 to 51/2 per cent for plumbing and sanitary equipment, and 3 to 4 per cent for electrical installation.

THE WASHINGTON SCHOOL, GREEN RIVER, WYO. (Concluded from Page 62)

rooms, an office, a library, and a small classroom which is used for special lines of instruction.

Immediately above the front entrance, on the second floor, there is a teachers' room. The construction is of the ordinary wood-joist

type, with metal lath and plaster for walls and ceilings. The outer walls are red tapestry brick, trimmed with artificial stone. The roof is

Each classroom has ventilated wardrobes, with disappearing doors, a teachers' closet, and slate blackboards. The windows have steel sash which open outward at the top, and up from the bottom, so that the light can be regulated. The

classroom floors are maple, and the wood trim is birch finished in mahogany.

The classrooms are ventilated and heated by means of unit ventilators with fresh-air intakes under the windows. The exhaust from each classroom is through the wardrobes, the doors of which are raised four inches above the floor so as to permit a free passage of air. Galvanizediron ducts lead from the top of each wardrobe out through the roof. The plumbing fixtures in the toilets are of the heavy-duty type; the teachers' room has a toilet and wash-bowl.

The building cost approximately \$50,000.

The architect was Mr. Frederick H. Porter, of Cheyenne, and the contractors were Evans Brothers, of Green River.

ADAPTING SCHOOL BUILDINGS TO RURAL COMMUNITY NEEDS

(Continued from Page 64)

county superintendent is essentially administering to the needs of rural education. Since legislative provision for and the inauguration of this system of county supervision of schools in 1914, Ohio has made great strides toward the complete abandonment of its one-room schools and the substitution of the larger centralized and consolidated schools.

Supervisor Chosen to Direct Improvement Program

Lorain county provides a good example of county supervision at its best. The county board of education realizing that a centralization program was essential to proper growth of the schools, chose Ellis C. Seale to supervise this improvement program.

Mr. Seale, a student of the rural-school problem, had been identified for a number of years with the rural educational service of Kent State Teachers' College. As professor of education there he had studied rural educational needs over a wide area of Ohio, and had taken an

active part in many of the building campaigns. Through close application and practical use of knowledge gained, Mr. Seale had become versed in the legal, financial, structural, and publicity phases of the centralization movement.

But Mr. Seale came to Lorain county with no fixed program. He came to study the school situation with the people of the county and to work with them in formulating a building program that would best meet their needs. Through this method in the last five years, seventeen townships and villages have eliminated their one-room schools and substituted the centralized building. A sum exceeding \$2,000,-000 has been expended in erecting and equipping these new plants.

Survey Districts to Determine Condition of Plants

At the outset of the work several months were devoted to surveying the districts of the county to secure the statistics as to the conditionof the school plants, the results obtained in the classroom, the number and location of the pupils, the roads, the public income for school and other purposes, the taxable wealth, the relations of schools to community, the attitude of the people toward the schools, and the popular conception of present rural educational needs. This was the beginning, these the working tools, with which the problem of improvement was approached. From this group of data the facts pertinent to the situation in each district were assembled.

The rural folk took little pride in their timeworn one- and two-room schools, and as a result, knew little about their work. To bring to the people concerned a full realization of their present educational facilities was the first task. The second was to point out the deficiencies.

(Continued on Page 165)

The Ideal Installation for Schools

Watrous

Flush Valves and **Duojet Closets**

More Sanitary—More Economical Clogging and Overflowing Avoided

N the Watrous Duojet Closet there are special safeguards against the danger of a choked outlet. Also, the bowl is very economical with water. It eliminates the narrow outlet which is needed beyond the trap in most single-jet bowls to maintain syphonic action, but which often occasions clogging, overflowing, and heavy repair bills. Two powerful con-



WATROUS DUOJET FLOOR CLOSET

The wall type of

bowl, as it does not

rest on the floor,

greatly simplifies the work of cleans-

ing the toilet room,

and by dispensing with furred ceilings

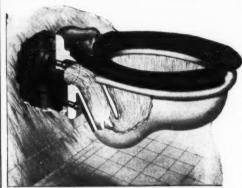
and closet connec-

tions in floors it promotes economy

and speed in the erection of new

buildings.

verging jets effect a thorough flush, at a far lower water-consumption than is required by the majority of single-jet types.



WATROUS DUOJET WALL CLOSET

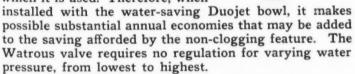
The Watrous Flush Valve delivers the exact quantity of water required for a thorough flush by the make of closet bowl with which it is used. Therefore, when

18

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to



The Watrous line includes several models in which the flushing is effected by automatic seat-action. Among these is the "Juvenile" type, with a bowl of less than normal height, suitable for small children.

Write for details on the Watrous Flush Valves & Duojet Closets PLUMBING DIVISION

Watrous Flush Valves, Duojet Closets, Self-Closing Basin Cocks, Combination Lavatory Fixtures, Pop-Up Wastes, Liquid Soap Fixtures, Etc. Sold by Leading Plumbing Jobbers Throughout the U.S.

THE IMPERIAL BRASS MFG. CO.

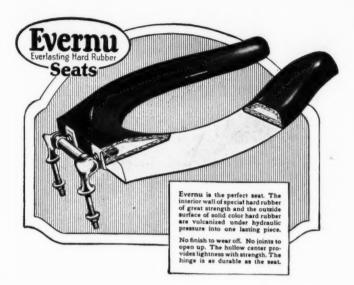
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W. E. Blair, Jr., c/o Coronado Hotel, St. Louis, Mo.
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Dillard Eng. Co., 612 Construction Industries Bldg., Dallas, Tex.
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The Largest Manufacturers of Toilet Seats in the World



WhereLong-Term Economy Is Important

The patented "Evernu" process by which these handsome hard rubber seats are formed cannot be duplicated. It gives them unsurpassed ability to keep their good looks through long years of severest service. No scarring, chipping or cracking that smooth, glossy surface; no warping, no loosening of hinges. The hollow center gives unusual lightness and unequaled strength.

Have your architect specify "Evernu" seats and you can be perfectly confident that you will get the best possible value for your money.

"Evernu" models for every type of bowl are shown in our new booklet. Write for it—a post card is sufficient.

Schools Completely Equipped with "Evernu" Seats include those at:

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South Bend, Ind.
Columbia, S. C.
Terre Haute, Ind.
Baltimore, Md.
Dayton, Ohio.
Cincinnati, Ohio.
Oakland, Calif.
Amarillo, Texas.
Richmond, Va.
Toledo, Ohio.
San Antonio, Texas.
Houston, Texas.
St. Joseph, Mo. St. Joseph, Mo. Salem, Oregon. Winston-Salem, N. C. Raleigh, N. C.

Never Split Seat Company

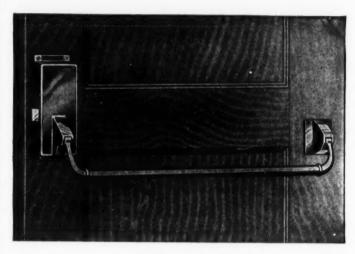
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Dept. 135 - Evansville, Ind., U. S. A.

The Largest Manufacturers of Toilet Seats in the World

EVED PANICEXIT LOCKS

Smith's Improved Exit Locks are the Best Locks Made for Schools, Theatres, and Industrial Plants



Patented Dec. 1, 1925





Made in solid bronze or solid brass throughout. Exceptionally strong and simple in construction and operation.

Exit only Lock contains only 4 working parts.

Exit and entrance Lock contains 9 working parts. Can be used on single doors or on double doors with center mullion. Size of case, $9 \times 3\frac{1}{4} \times 1\frac{1}{2}$ in.

Installation made very quickly-No Mortising re-

No auxiliary bolt required, therefore no delicate movements.
Only one spring and that to eject bolt.

Positive locking feature operated with heavy gears, and not depending upon springs.

Permanent dog under cam, so constructed as to take up any wear which might occur.

Bolt projects 3/4 in. from lock case, enabling bolt to have sufficient contact with strike in the event of door shrinking.

Ideal for thin as well as heavy doors.

Operates perfectly in conjunction with standard ake of door closers.

Made to meet the use and abuse to which a school door lock is subjected.

The Steffens - Amberg Co.

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Fool Proof



Schoolyard service requires the unbreakable Murdock Outdoor Bubble Font.

Solid Bronze Bowl and Bubbler.

All brass supply pipe, valve and inner works. Nothing to corrode.

Heavy cast iron pedestal.

No cock to get out of order. The valve is pedal acting.

Self-draining. Every drink is fresh.

Children cannot squirt with

Vertical Bubbler Regular Angle Bubbler on order

Anti-freezing.

All working parts are completely enclosed and out of harm's way yet readily accessible. No digging up.

Also Indoor Drinking Fixtures for Schools.

Write for handsome booklet "What To Know About Outdoor Drinking Fountains."

THE MURDOCK MFG. & SUPPLY CO.

Cincinnati, Ohio

Makers of Outdoor Water Devices since 1853



— are ideal for school installation — indoors or outdoors. They are built of heavy cast iron and finished with a beautiful white porcelain enamel.

The fountain illustrated is our D-27

The Patented-Century slant stream Bub-bler Head prevents the drinker's lips from touching the bubbler head and the water can not fall back on the bubbler head after it has touched the drinker's lips.

It is the most sanitary and economical of all bubblers, the concealed regulator is very easy to adjust and it will not squirt or splash if the hand is held over the water opening in the top-a very desirable feature for schools.

The stop cock is Century Built and positive in action—stops water waste. Fittings are brass, heavily nickel plated.

Send today for catalogue which gives com-plete description and prices.

Century Brass Works, Inc. 315 N. Illinois St. Belleville, Ill.



He's not afraid of falling

Standing on the wide platform of the Dayton Safety Ladder, with its high protecting guard rails, a man will work as rapidly and confidently as though standing on solid ground.

The Dayton, strongly and rigidly constructed of aeroplane spruce, cannot wabble, slip, upset or collapse. The platform members are solidly held in steel angles, the steps and legs are supported and braced with steel rods and trusses. Stands absolutely rigid in use. Yet folds compactly for convenient carrying. Plenty of room on the platform for pails, cleaning materials, or tools: no time wasted running up and down for supplies.

In schools using the Dayton Safety Ladder, walls are cleaned, ceilings washed, fixtures cleaned, lights replaced, walls and ceilings painted, repairs made—all speedily and efficiently, without the constant risk of dangerous falls.

School boards everywhere are equipping with the Dayton because it prevents accidents, promotes faster and better work, pays for itself in a short time. Made in sizes from 3 to 16 feet.

Write for prices and complete information. No obligation. A.S.B.5

The Dayton Safety Ladder Co. 121-123 West Third Street Cincinnati, Ohio

(Continued from Page 162)

The Manner of Approach

The first problem was attacked by personal work with the individual members of the 29 local boards of education. At the monthly meetings of these boards the pertinent facts relative to the school needs were discussed and analyzed. Through the local chapter of the parent-teacher association and community meetings all school patrons were reached. From the beginning of the work Supt. Seale's days were devoted to general school supervision and his nights were given to various meetings.

As soon as the subject of the schools became a common topic of conversation, the time was ripe for the next step, the discovery of the weaknesses of the old system and the advantages of a new plant. This was brought about by illustrated lectures, a comparison of data, and lastly, and perhaps most important, by visiting modern school plants. In the early stages of the county-wide campaign, there was no centralized building within the county. This need was supplied by taking boards of education, and as the campaign developed, community leaders as well on a tour of inspection of schools in adjoining counties. By visiting several buildings on each trip the commendable features of each were discovered to be included later when their own building was erected.

The Selection of An Architect

In due time the services of an architect were needed. In no case was an architect employed before submitting plans. This was another opportunity for board members to study the problem. The architects interested were supplied with the pertinent facts. Each architect then drew up and presented at a meeting set aside for this purpose, detailed plans designed to meet community needs as he saw them. On the basis of the presentation, the professional

standing of the architect, and a study of the plans submitted, an architect was selected.

Then followed a more intimate and detailed study of building plans by the board of education, county superintendent, and architect. This entailed an analysis of many architectural plans, another tour of inspection, and consultation with the local principal, teachers, and community leaders. This is an important step in bringing the community to accept the proposed building as its own.

In most rural communities all twelve grades must be cared for in one building. Differentiations in size of classrooms and equipment between the grades and high school must be met. For the high school in addition to the homerooms, provision must be made for recitation rooms, and various special work and study rooms.

As in the case of city buildings, modern heating, ventilating, and lighting systems and facilities for sanitation are provided. Consideration of these features interested board Conmembers more than others and were easiest for them to accept as real needs. A humorous incident illustrates the type of argument encountered. A board contemplating the erection of a new building was inspecting a neighboring school with a modern ventilation system. In passing through the building one of the men said, "These rooms have a different odor from those in our school." Later, in going over plans for the new plant, it occurred to the same board member that it would cost more for heating because in the old building the same air was heated and kept in the room all day.

Progress in Successive Stages

In many instances it was necessary to take a step at a time. An electric lighting system was finally decided upon by one board because they realized that lights would be needed for community gatherings in the evenings.

Provision for future growth in enrollment and additions to the functions of the school are needed. While strict economy does not permit of building classrooms that will not be used within a short time, the buildings of Lorain county are designed in such a way that additions can be made later without destroying the architectural symmetry or any part of the present structure. At the same time the buildings have the appearance of completeness.

In the city it is sometimes desirable that the building be so constructed that additions can be erected later. In the rural districts this is essential. The limits of financial resources, and relatively slow increase in population, makes it necessary that the rural community maintain only one school plant.

In Lorain county it has been the policy to reserve the basement for mechanical equipment except in cases where the contour of the site is such that basement rooms may be provided with full-height windows above ground. In such cases, rooms for home economics and shopwork are sometimes placed in the basement. In locating the Ridgeville building on the site, it was found that the mechanical plant and manual-training room could be placed in the basement and still keep them above ground.

The most difficult task was erecting the first two or three buildings. The desire to be first in a new undertaking is not an impelling motive. Rivalry or competition is a stronger incentive to action. One district that defeated a bond issue in the early part of the campaign, provided a fine building after all the neighboring districts had set worthy examples.

Two distinct types of buildings are used in Lorain county. The one-story type included

Of Interest to Every Educator

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This Bureau is established for the sole purpose of helping YOU solve your WINDOW SHADE problems.

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Henrietta, Brookside, Penfield, Highland, Vincent, Brighton, Fields, and Columbia, and the two-story type included Belden, Avon Lake, Avon, South Amherst, Amherst, Eaton, Brownhelm, Camden, and Ridgeville.

Rural-School Factors

Several factors enter into a determination of the type of building best suited for a rural community. In planning a building for the open country the architect has great freedom in the selection of designs. He is not restricted by the size of the site, or by the architecture of existing buildings. In most cases, the cost of the site represents only a small fraction of the total investment, which means that the cost of the site need not effect the type of building. As large a site as building requirements demand may be secured.

It has been found that a one-story building properly designed meets the needs of the rural community better than any other type. In assembling and dismissing the pupils, in supervision, in the arrangement of student groups, in safety, in the elimination of noise, in the transfer from room to room, the one-story building provides distinct advantages.

The one-story type can be made beautiful in architectural design. The site should be elevated if possible. The building should be constructed with sloping roof or a central section higher than the wings, as this type lends itself readily to terracing and other pleasing landscape designs. Such a building is more in keeping with rural architecture, is less formal, and more inviting than the usual two-story building.

Experience has shown that the one-story type with less than ten rooms can be built more economically than any other. It avoids expensive

excavation and the construction of heavy foundations and sidewalls. It eliminates the necessity for stairtowers and provisions for fire protection such as smoke screens and fire escapes. In cases where it is desirable to still further reduce the cost another economy may be effected. Because of the ease of exit and the consequent decrease in the danger to pupils from fire, it is not essential that the one-story building be made entirely fireproof. In districts where it is desirable to provide a satisfactory building at the lowest possible cost this type of construction may be used.

In the construction of the one-story type less expensive machinery is required and thus the work is open for the competitive bidding of the small as well as the large contractor. The one-story building can be erected in less time due to the elimination of delays caused by shifting from one kind of work to another. Additions may be made to the one-story type with less difficulty. All of these advantages have been demonstrated in erecting the one-story buildings of Lorain county. It has been pointed out by experts that child health is conserved by avoiding the necessity of climbing stairs.

The Question of Economy

In buildings of more than ten rooms, it is found that it is somewhat more economical to erect the two-story type. There is rather a natural prejudice in favor of the two-story building among the boards of education and patrons. This and the factor of economy in connection with the larger building accounts for the large proportion of two-story buildings within the county. However, in communities where the one-story type of building has been erected, it has never failed to meet with public approval. Avon Lake and Ridgeville are good examples of the two-story type of building.

They present a pleasing appearance architecturally and are representative of complete school

The floor plans of the Ridgeville school are representative of the interior arrangement and advantage of this type of school. Here provision is made for the first six grades on the first floor, while the junior and senior high school with the exception of the cafeteria and manual training, are located on the second floor. The slope of the site is such that the manual-training rooms could be provided in the basement above ground.

Henrietta and Brighton are representative of the one-story type of building. Henrietta is of composite construction and is semifireproof. The boilers are located in a fireproof room in the basement; the floors are fireproof. It has a sloping roof with wooden rafters covered with slate. Its height is accentuated by a three-foot terrace. Brighton is entirely fireproof, of stucco construction, with a flat roof. This presents an exterior somewhat less artistic and inviting which might have been improved by the elevation of the central section. However, the floor plans are representative of all the one-story schools throughout the county. The elementary schools are provided for in one wing of the building, the high school in the other, with the offices and library centrally located between the

Auditorium-Gymnasium a Central Feature

In both the one- and two-story buildings there is variation in the size of classrooms to accommodate large and small groups. There are large study rooms for high-school students, while the rooms for laboratories and the practical-arts and recitation rooms are usually smaller.

(Concluded on Page 168)

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FERALUN Anti-Slip Treads

would have POSITIVELY PREVENTED this accident. Hasty steps and uncertain footing cause thousands of casualties among school children every year.



WHO IS TO BLAME?

Gross negligence is apparent and School Boards have been judged guilty by law. FERALUN ANTI-SLIP TREADS make stairways, both interior and exterior, absolutely "footsure," eliminating the possibility of slipping and tripping.

This year be sure YOUR repair program includes MAKING WALK-WAYS SAFE in your school.

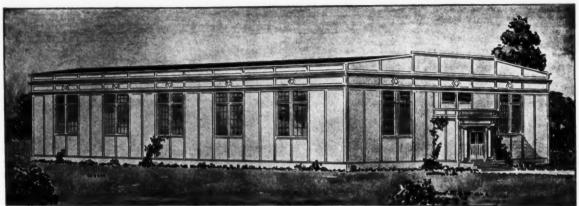
Write for detail sheets of Feralun Style "S" Structural Treads which are manufactured especially for school installation.

AMERICAN ABRASIVE METALS CO.

50 Church Street, New York, N. Y.

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The new parapet wall type American Portable Gymnasium.

The Aristocrat of School Gymnasiums

In the parapet wall gymnasium, we offer a similar type to the one so successful in American Portable Schools. The parapet wall building has a pronounced quality-it's a distinctly "permanent" appearance which adds substantially to the already splendid line.

American Portable Schools occupy a place of prestige in the minds of school superintendents who know them. They relieve the congestion of the over-filled school through well ventilated, well insulated, modern buildings. They are in reality "semi-permanent" being "portable" only in so far as they can be taken down and moved.

Write or wire for full information regarding schools and gymnasiums

AMERICAN PORTABLE SCHOOL CORP.

601-611 ALASKA ST.,

SEATTLE, WASH.

(Concluded from Page 166)

The combination auditorium-gymnasium in all the buildings is the central feature. location makes it easily accessible for all departments of the school as well as for programs, assemblies, athletic contests, and community

In the Ridgeville building, the gymnasium is provided with a series of folding doors which open into the corridor. By placing folding chairs in this corridor the seating capacity of the auditorium-gymnasium may be considerably increased when occassion demands. These seats are in full view of the stage and the entire floor during the athletic contests. The stage is deep and spacious, furnishing extra seating space for spectators at games and accommodating a large group of the pupils taking part in programs or elaborate scenic effects for plays and operettas. The lockers and showers serve as dressing rooms during programs and are convenient to the gymnasium for physical education classes and athletic teams.

The Brighton auditorium-gymnasium has a large stage which is used as a classroom. It is provided with a heavy soundproof and fireproof curtain. Ample unilateral lighting is arranged for by windows at the rear of the stage. Large windows open on the corridors from three sides of the auditorium-gymnasium. windows may be raised to the ceiling. By placing chairs in the corridors the seating capacity of the room may be increased on three sides, almost doubling the total seating capacity.

Cost of Ridgeville School (two-story) exclusive of grounds, furniture and equipment:

General Contract\$	96,723.00
Heating and Ventilating	13,415.00
Plumbing	9,261.50
Electric Wiring and Fixtures	2.197.50

Architect's Fee 7,265.97

\$128,862.97

The total amount of useable floor space in the building is 17,506 square feet. Dividing the total cost of the building by the total number of square feet of available floor space gives a cost per square foot of \$7.40.

Cost of Brighton building (one-story) exclusive of grounds, furniture, and equipment: General Contract......\$57,300.00 Heating and Ventilating...... 8,484.00 5,600.00 Plumbing..... Electric Wiring and Fixtures..... 1.257.00 3,280.00 Architect's Fees.....

\$75,921.00

The total amount of usable floor space in the building is 10,092 square feet. Dividing the total cost of the building by the available square feet of floor space gives a cost per square foot of \$7.51.

The two buildings were erected during the same year under similar conditions, except as to freight charges and convenience to the labor market. In these items Ridgeville had the advantage.

DENVER ADOPTS PAY-AS-YOU-GO PLAN
FOR FINANCING THE SCHOOLBUILDING PROGRAM
The board of education of Denver, Colorado,
has adopted the pay-as-you-go plan for financing
school-building programs in order to avoid the
heavy interest charges coincident with large bond

After a survey of the most urgent building needs and a study of the financial condition of the schools, it was revealed that the sum of \$500,000 added an

it was revealed that the sum of \$500,000 added annually to the building budget would make it possible to operate on the pay-as-you-go plan and avoid the expense of heavy interest charges.

A request was made to the state tax commission for the additional increase. The amount allowed, however, was a little more than half the sum required so that some projects which the board expected to begin will be delayed.

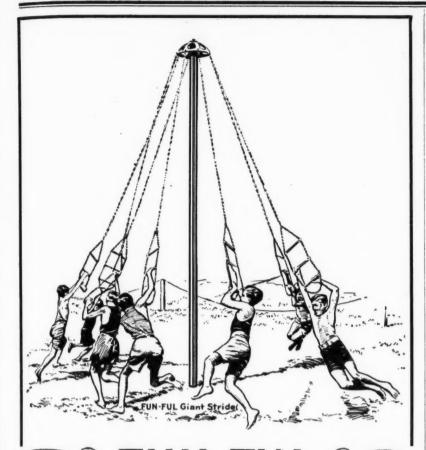
As the first steps in the new building program, the board has authorized an addition to one grade school and has completed plans for the first unit of

school and has completed plans for the first unit of a junior high school for the Park Hill section.

—A bond-issue proposal for \$800,000 to purchase site and build a high school was defeated at Potts ville, Pa., by a thousand votes.



HIGHLAND SCHOOL, LORAIN COUNTY, OHIO. (An Example of the One-story Building.)



FUN-FUL Playground Equipment is the result of experience, a quarter of a century devoted to the development and manufacture of

children's outdoor health building goods by

The best you can buy, this we guarantee.

We offer the most comprehensive line to select from, nothing but approved and guaranteed apparatus.

Also manufacturers of

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SWIMMING POOL SPORTS APPARATUS

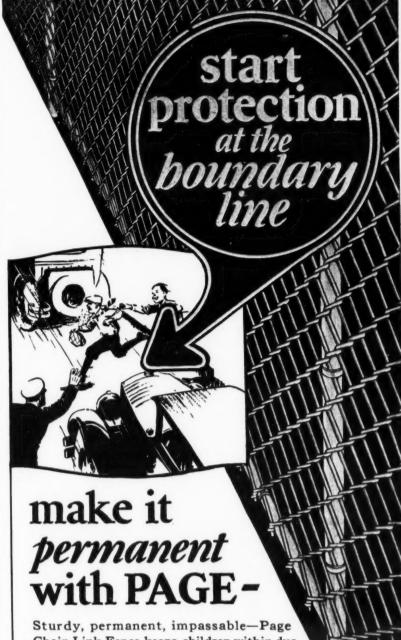
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Aqua Planes
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Water Ponies
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Largest manufacturers of playground and swimming pool equipment

Awarded Gold Medal Brazilian Centennial 1922-1923

HILL-STANDARD Co.



Sturdy, permanent, impassable—Page Chain Link Fence keeps children within due bounds and protects school and playground property from malicious intrusion.

Perfectly constructed of copper bearing steel, heavily galvanized after weaving. All fittings, too, zinc coated to resist rust.

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Now's the best time of the year to modernize your school by installing a really safe firescape.

The Dow Spiral Slide Firescape is the fastest and safest device yet perfected for exit from upper floors. Write for our engineer today—it will not obligate you.



300 N. Buchanan Street LOUISVILLE, KY.

Both radiators are effective up to their capacity, yet one wastes heat in mild weather, the other does not

70° FAHRENHEIT ROOM TEMPERATURE

WATER BOILING AND STEAM TEMPERATURE 219.4 FAHRENHEIT

WHEN a schoolroom becomes too warm the windows are usually thrown open, and dollars fly out as surely as though they were propelled by a powerful fan. The Dunham Differential Vacuum Heating System saves this costly waste. Fuel savings have rungs high as 40%!

ZCOL-38°-100 SQ.FT. RADIATION
HEAT TRANSMISSION = 24651 B.T.U.

19.74 INCHES OF VACUUM

WATER BOILING AND STEAM TEMPERATURE IG2.28° FAHRENHEIT

ZCOL-38°-100 Sq.Ft. RADIATION

WATER BOILING AND STEAM TEMPERATURE IG2.28° FAHRENHEIT

ACCOL-38°-100 Sq.Ft. RADIATION

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UNDER 19.74 INCHES OF VACUUM THE BOILING POINT (and radiator temperature) DROPS TO 162.28 degrees and the heat transmission is 24,651 B.T.U.

The Dunham Differential Vacuum Heating System automatically adjusts the radiator's transmission of heat to the temperature requirements.

This is an Exclusive DUNHAM Development

Look for the Name DUNHAM

C. A. DUNHAM CO. DUNHAM BUILDING

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This nameplate iden-The Dunham Differential Vacuum Heating System is fully covered by patents and pending applications for patents in the United States, Canada and foreign countries. Any infringements will be vigorously prosecuted. tifles a genuine DUNHAM Radiator





Over sixty branch and local offices in the United States and Canada bring DUN-HAM Heating Service as close to you at your telephone. Consult your telephone directory for the address of our office in your city.

CENTRIFUGAL VACUUM



Supplied in Standard Units of Seven Capacities

AND BOILER FEED

Ample for any School Vacuum Heating System

Young Pumps produce a higher vacuum than that which may result in a heating system from condensation in the radiators. They thus are amply capable of handling the removal of air and water from the system, regardless of operating conditions.

The vacuum producing element creates a strong suction on the return line of the heating system which is more than ample for systems utilizing high vacuum for greater efficiency.

In addition to having an extremely efficient vacuum producing element, Young Pumps have a water pumping capacity to equal the peak load of the system, without overloading the motor.

"Supplied in Standard Units of Seven Capacities."

Shipped as a completely assembled and tested unit, ready to run when feed wiring is connected

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Factory: Michigan City, Indiana In Canada: C. A. Dunham Co., Ltd., 1523-41 Davenport Road, Toronto.

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Leak Proof-Rust Proof-Indestructible

All the advantages of flexible unit heating, plus the exclusive Wedge Core Radiator that never requires service.

Lower installation cost—smaller pipe lines—no reducing valves necessary. Operating steam pressure from atmosphere to 125 lbs. Cannot be damaged by contraction or expansion strain—freezing cannot be service.

So light is the Herman Nelson Unit Heater that it is often suspended from pipe lines. Flexible—can be moved from place to place—each unit operated separately if desired. Provides a long range uniform heat distribution, highly desirable in buildings of large cubic capacity. The correct heating unit for

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THE HERMAN NELSON CORPORATION, Moline, Illinois Makers of the UNIVENT and the HERMAN NELSON INVISIBLE RADIATOR



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(An unretouched photo of a stock Clarin supporting five coils of steel from which it is made.)

Clarin Chairs are made of steel (excepting seat and rubber floor contacts) and will not mar the finest floor nor damage the most delicate floor covering.

The Perfect Folding Chair Must be strong

The Clarin Folding Chair will easily support a live load of half a ton without danger of collapse.

> Let us at our expense send a sample to prove it.

Please send by parcel- finish and seat as checke		prepaid — sample	CLARIN CHAIR,
☐ Brown (walnut) ☐ Maroon (mahogany)		Battleship Gray Olive Green	☐ Wood Seat ☐ Leatherette Seat
We will either return	rn it	or pay for it after	ten days' trial.

Isaac Pitman Shorthand

Isaac Pitman Shorthand
1927 commercial edition. Cloth, 239 pages.
Price, \$1.60. Isaac Pitman & Sons, New York.
The first system of shorthand by Pitman was published in 1837 under the title of The Stenographic Sound Hand. By 1890 the system had undergone a continued process of growth and development and had been so widely adopted in the United States that an office was established in New York City. From that time on, Isaac Pitman shorthand has forged to the front in the states and in all English forged to the front in the states and in all English possessions so that it is today recognized through-

out the English-speaking world.

The present book is the new 1927 edition of the commercial course for American schools, comprising directions, exercises, and reviews of the work in shorthand. The book comprises thirty chapters taking up such important topics as diphthongs and phrasing, circles and loops, principle, medial use of semicircle, prefixes and suffixes, compound words and intersections, phrases in common use, grammalogs, and contractions. Some drill is offered in writing the names of cities, and contractions for

states.

The book is intended especially for use in high school commercial courses, providing as it does for form, legibility, and brevity of outlines, as well as ease in teaching. The book has many distinguishing features developed from close observation of the work of leading teachers working under widely varying classroom conditions.

Instructional Tests in Algebra
By Raleigh Schorling, John R. Clark, and Selma A. Lindell. Paper, 72 pages. Price 28 cents. Published by The World Book Company, Yonkers, N. Y., and Chicago.

This book combines a series of standardized tests in the fundamental operations of algebra and provides in the same a series of drill exercises. The student is expected to apply the tests himself and to use the errors which he notes as a basis of individual drill. The 52 tests in reality afford a standardized minimum of algebra and will be found as the found are the control of the standardized minimum of algebra and will be found as the control of the standardized minimum of algebra and will be found as the standardized minimum of algebra and the standardized tests in the standardized tests in the standardized tests in the standardized tests and provides in the standardized tests ardized minimum of algebra and will be found ex-ceedingly useful in any first-year class.

Standards in Elementary Shorthand
By Frances E. Raymond and Elizabeth S. Adams.
Cloth, 115 pages. The Gregg Publishing Co., New
York, N. Y.

This book gives the results of an interesting and This book gives the results of an interesting and valuable experiment in education, initiated and conducted by the authors, in cooperation with a large group of teachers in the west and southwest. It offers a series of eight tests for measuring the knowledge of certain units in Gregg shorthand. The last three tests are intended to test shorthand whill the transferster reached distrained. ability at moderate rates of dictation.

The report has been enriched by the addition of

much new material in the way of tests and sugges-tions based on the experience obtained in the experiment, and the suggestions of teachers who partici-

pated in the project.

The book should prove a real contribution to the science and art of teaching the subject. It furnishes the material for teachers to carry on experiments which will yield the highest results. A careful use of the tests and suggestions will make it possible for every teacher to better the record of her class and beat the best which has yet been done. The material offered is stimulating and encouraging in advancing the cause of shorthand training.

Toy Town
By Etta Austin Blaisdell. Cloth bound. 130
pages. Price, 65 cents. Little, Brown & Co., Boston.
This delightful little book is alive with toys. And

This delightful little book is alive with toys. And besides, the toys themselves are alive. They respond to all the fancies and imaginations in which the child mind indulges. They afford an endless amount of pleasure to the tots that will revel through its pages.

The text is simple and set in large type. The pictures are in colors and full of child interest.

The Distribution of School Funds in the State of

Oregon By Homer P. Rainey. Paper, 48 pages. Price,
Published by The University of Oregon Press,

Eugene, Oreg.
After describing the exact status of the school system of Oregon the author draws his conclusions and proceeds to make recommendations. He finds and proceeds to make recommendations. He finds that there are gross inequalities of school support, that the teaching service is inadequately compensated, and that the tax burden rests more heavily

on rural property than it ought to.

His recommendations point to a six million dollar state school fund and is followed by methods for

raising the same. One is an increase in the mill tax on property, the second is an income tax and the third a corporation tax.

New Rational Typewriting
By Rupert P. Sorelle. Cloth bound, 79 pages.
Published by The Gregg Publishing Company, New

In his preface the author announces that the exercises are based upon a new departure, namely, in accepting the index finger first as a basic idea. The development of power is kept in mind. It centers its efforts upon initiative, self-reliance, and

typing power.

Charts are supplied which demonstrate both hand position and the keyboard. Various types of drill are introduced—rhythm, concentration, sustained, facility drills, as well as accuracy tests. The masters of a received attention. The tery of a vocabulary also receives attention. The text is divided into a series of projects arranged in progressive order.

in progressive order.

Music Appreciation Readers
By Hazel Gertrude Kinscella. Book one. Cloth, 118 pages, illustrated. Price, 60 cents. Book Two. Cloth, 179 pages, illustrated. Price 72 cents. The University Publishing Co., New York City.
These delightful books deal in children's stories in which music and musical instruments are brought into play. The children are told about drums in all countries, about cuckoo clocks, about bells and flutes, about old spinets and new harps, brass bands, etc., etc. There are Christmas songs and Christmas stories in which the charm of music is emphasized. is emphasized.

Frances Elliott Clark who signs herself as "Your Music Grandmother" has graced the books with a delightful "Foreword." Both volumes are illus-trated with a series of colored pictures which are autifully done

Instructional Units in Wood Finishing
By R. A. McGee, B. S., and Arthur G. Brown,
B. S. Cloth bound, 128 pages. Price, \$1.60. Published by The Bruce Publishing Company, Milwaukee, Wisconsin.
This text of the Arthur Company

kee, Wisconsin.

This text aims to meet the demand for material in the field of wood finishing that is organized in accordance with modern pedagogical conceptions.

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3. Necessary and auxiliary information is segregated. 4. A small but carefully selected reference list is included.

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Numerous illustrations added to the detailed in structions make all the processes clear. A color chart is included, giving specific instructions for the mixing and matching of colors and color combinations.

Foods and Cookery and the Care of the House
By Mary L. Matthews. Cloth, 297 pages. Price,
\$1.10. Little, Brown & Co., Boston, Mass.
This volume is intended for classes beginning the study of foods and is strictly an elementary treatment of the subject. In addition to the subject matter on foods and cookery, it embraces such topics as family relationships, the care of the house, marketing, and the care and feeding of children.

In the book care has been taken to see that the subjects are correlated in order that the student may see the relationship between housekeeping and homemaking. The cookery lessons are arranged on the meal basis making the meal the project, while the lessons on foods are projects to be studied before the project is completed. Lessons on health, family the project is completed. Lessons on health, family relationships, and the care and management of the house are so correlated that the student may see the relationship of the various activities.

The book is divided into sections instead of les-

as much or as little as is desired at any one time. Some of the topics covered are breakfasts, supper, care of the baby and small child, food preservation, Christmas lessons, and supplementary work on food for the sick.

My First Book
By Bessie B. Coleman. Cardboard, 32 pages, illustrated in colors. Price, 24 cents. Published by Silver, Burdett & Company, New York and Chi-

cago.

This little book of 32 pages has been prepared by a specialist in reading for the very young school child. It combines the features of a picture book and a simple reader. Its purpose is to create the desire to learn to read and to supply reading material which can be developed from the illustra-

The text contains a variety of dramatic units which, because of their simplicity and child interest, take immediate hold upon the minds of small chil-

dren and start them out on the pathway to reading. The vocabulary is limited to a list of 69 words in common use among children and is capable of development by means of the illustrations.

Health Supervision and Medical Inspection of

Health Supervision and Medical Inspection of Schools

By Thomas D. Wood, A.M., M.D., and Hugh Grant Rowell, A.B., M.D. Cloth bound, 637 pages, illustrated. Price, \$7.50. Published by W. B. Saunders Company, Philadelphia, Pa.

The administrative program of the American schools has in recent years recognized the subject of health in a more intense and fixed manner than ever before. Educators have proceeded from the thought that the prerequisite to a healthy mind is a healthy body and have gradually introduced innovations that contemplate the physical welfare of the child as a first consideration.

This tendency has prompted the specialist to bring the entire question of health as applied to a pupil constituency under a comprehensive plan, and thus enable school authorities to bring health work under definite control. Thus, the authors,

and thus enable school authorities to bring health work under definite control. Thus, the authors, Doctors Wood and Rowell, have prepared an elaborate book on the subject, which covers every phase of the school-health service.

After discussing the history of school-health supervision and the legislation affecting such supervision the book presents desirable plans of organization. The question of control by the board of education versus board-of-health control is analyzed. The problems of personnel and supervision, salary and duties, service and supplies, scoring of school-health programs are intelligently dealt with.

The text also delves into the more intimate details of the health work itself. A variety of diseases, communicable, contagious, and infectious, their treatment or correction, are enumerated.

diseases, communicable, contagious, and infectious. their treatment or correction, are enumerated. Hygiene and sanitation in their immediate treatment as well as in their broader aspects receive attention. One of the closing chapters deals with publicity and general propaganda in behalf of health for all children, in and out of school.

The chapter on schoolhouse construction is perhaps of wider interest to school-board members than most of the more technical chapters. The authors are concerned only with the health of children and teachers, and their recommendations are, therefore, not circumscribed by those "practical" limitations which architects and even school authorities are wont to place upon matters of layout, construction, lighting, ventilation, etc. Thus, they argue for top lighting of classrooms—an experiment which was

abandoned nearly ten years ago; they are enthusiastic for open-window ventilation as based on experiments of Wheeler, and developed by Cooper; they outline a standard of janitorial service based upon Womrath's outstanding work.

The chapter on mental and social hygiene involves much material that is open to debate. It is not possible to consider these problems from the purely health standpoint and the reviewer would dissent from conclusions and suggestions concern-

purely health standpoint and the reviewer would dissent from conclusions and suggestions concerning mental diseases, delinquency, sex education—matters which are largely outside the proper scope of the school So too there is debatable material in the chapter on backward and defective children.

It is refreshing to find throughout the book a fine judicial attitude and a careful consideration of the viewpoint of thinkers and workers who may not be "accepted" in the current gust of educational workers and writers, but who have facts as the basis of their argument. The chapter on health education is the sanest discussion of aims, objectives, and methods we have seen in any modern work.

Junior High-School Mathematics

By Harry C. Barber, assisted by Helen M. Connelly and Elsie V. Karlson. Cloth, 231 pages. Price, 92 cents. Published by Houghton Mifflin Co.

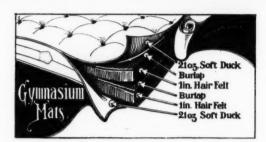
Boston.

This seventh-year arithmetic has been developed to emphasize the newer aims of the junior high school and to combine the valuable drill material, which was characteristic of the older texts, with the newer types of mathematical study which develop in children the power of thinking through problems. The subject matter is that commonly called for in the seventh grade and opens with a complete review of fundamentals. Decimals, the use of figuring in common problems of the home, applied geometry—the older books called it mesuration—mathematics in business, money and its problems—these are the main subject headings of the several chapters. Each topic is introduced by means of a simple problem which is explained in such a way that the pupil is led to think his way through and grasp the underlying principles to be developed and applied. Computation with approximate numbers and with short-cuts used in business and in the trades are introduced to provide a much receded tool for life and to develop the numbers. and in the trades are introduced to provide a much needed tool for life and to develop the number sense of children. The drills are ample for both rapid and slow pupils. The testing device in the last chapter is clever and entirely feasible for the average school. average school.

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A REVIEW OF THE SUPERINTENDENCY IN PENNSYLVANIA

Mr. Jonas A. Wagner, writing in the *Pennsylvania School Journal*, offers a comprehensive review of the quadrennial election of superintendents of schools in the state.

schools in the state.

In his paper, Mr. Wagner points out that the superintendent of schools in Pennsylvania is a statutory officer, chosen by county conventions of school directors in the case of county superintendents, and by local boards of school directors in cities, larger boroughs, and more populous townships in the case of district superintendents—the types being the only ones having a legal status in the commonwealth.

Those officials elected by directors of fourth-class Those officials elected by directors of fourth-class school districts (population under 5,000) and certain third-class districts are termed county superintendents. There are 66. The head of the school system in Philadelphia county is known as a district superintendent since the district is coextensive with the county. Those chosen by the directors of first-class school districts (over 500,000 in population), by second-class districts (30,000 to 500,000), and by third-class districts (5,000 to 30,000) are designated district superintendents. There are 155 officials belonging to this type, thus making a total of 221 school executives who receive There are 155 officials belonging to this type, thus making a total of 221 school executives who receive commissions as superintendents from the state. The third-class districts not included above seek supervision of their schools through the county commissioning of a separate educational leader. In a great majority of these cases a local supervision principal is largely responsible for matters of supervision. of supervision.

The practice of state-wide choice of school execu-The practice of state-wide choice of school executives in Pennsylvania on the same day is unique among the commonwealths of the Union. Once every four years, therefore, there is a potential situation of having a complete change in the local leadership of the public schools. As the law works out practically, however, the danger arising from such a contingency is minimized more and more through the evolution of a higher type of superintendent. The situation is further safeguarded by a philosophy that seeks to control a highly complex philosophy that seeks to control a highly complex and active industrial atmosphere by a traditional conservatism, thus reducing the tendency for dis-turbances and giving foundation to a recent char-acterization by Dr. Winship of Boston to the effect that Pennsylvania was the leading state in the Union in the matter of peace and progress in educa-

Out of the pioneer days of conflict and opposition followed by years of discussion and experimentation there has finally arisen the present profession of school supervision with its high character of personnel. In Pennsylvania, there is increasing evidence that the public desires men and women of high character and keen intellectual attainments, skilled in the art of teaching, and possessing evidence of executive ability. In order to bring about this end the law now requires that all persons seeking election as a county, district, assistant county, ing election as a county, district, assistant county, or district superintendent, hold a diploma from a or district superintendent, hold a diploma from a college or other institution approved by the state council of education, or from a state normal school, and have six years of successful teaching experience, not less than three of which shall be of a supervisory or administrative character. Superintendents in office prior to 1921 when the present qualifications became a part of the law were eligible for realection on the basis of former gradentials. for reelection on the basis of former credentials

The qualifications for Pennsylvania compare favor-The qualifications for Pennsylvania compare favorably with the ideal advocated generally by progressive schoolmen of the Nation. This standard assumes a four-year collegiate course with professional training in the last two years, and a year of graduate study supplemented by five or six years of successful teaching experience in the field of elementary and secondary training.

A study of the credentials submitted by 221 A study of the credentials submitted by 221 superintendents elected in Pennsylvania, indicates that 163 are graduates of colleges, 41 have diplomas from state normal schools, and 17 qualify under former standards. In addition, 89 have been granted the master's degree and 20 have won the doctorate. About one fifth of the college graduates received their baccalaureate degrees in other states. A great portion of the graduate work was done in universities in other states.

A review of the character of service preceding A review of the character of service preceding election to the superintendency shows that about 80 per cent of the present officials entered service immediately by way of the high-school principalship, or had in recent years such experience. Only a few advanced directly from an elementary principalship. The conclusion seems to follow that aspirants to this form of service may well consider

such training as an influential factor in reaching a supervising position.

The lure of the business world was strong enough to attract only one superintendency to withdraw voluntarily from the profession. On the other hand, all of the new entrants into the field of supervision are trained schoolmen. This is one of the hopeful signs of the time, for it indicates that the day is over when failures in the business world and in other professions find refuge in school supering the superior of in other professions find refuge in school supering tendencies

The study shows that the average age of superintendents in first-class districts is 57; in second-class districts, 51; in third-class districts, 47; and in the county superintendencies, 48. In the total of 221 superintendents, 18 are over 60 years of age: 76 are between 50 and 60 years; 77 are between # and 50 years; 59 are between 30 and 40 years, and 1 is under 30. The median age of all superintender

ents is 43 years.

The most significant outcome of the April de The most significant outcome of the April election was the marked upward tendency in superintendents' salaries. The condition was not confined to local areas dominated by large public interests but showed itself in practically every section of the state. The upward move in salaries was so pronounced that the conclusion may be drawn that school superintendencies in Pennsylvania are of the whole the highest paid educational positions ranking above college professorships and the staff memberships of the department of public instruction.

The two first-class school districts (Philadelphia and Pittsburgh) made no change in salaries nine of the eighteen second-class districts increase from \$500 to \$2,000 each; 88 of the 134 third-class districts gave increments ranging from \$100 to \$2,500; while 29 of the county superintendents to \$2,500; joyed added financial recognition from \$60 to \$1,500 a year. In other words, 125 superintendents out of a total of 221 were given substantial increases. The most marked increases were made in Aller The most marked increases were made in Allertown which changed from \$6,000 to \$7,000; Bethlehem from \$6,000 to \$8,000; Lancaster from \$6,000 to \$7,500; Butler, \$5,400 to \$7,000; DuBois, \$4,500 to \$6,000; Homestead, \$5,500 to \$6,000; Lower Merion Township, \$6,500 to \$7,500; Tarentum \$4,500 to \$5,500; Uniontown, \$3,600 to \$6,000; Woodlawn, \$5,000 to \$7,500; Allegheny County, \$9,500 to \$10,500; and Berks County, \$4,500 to \$6,000; Concluded on Page 176)

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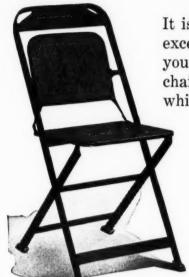
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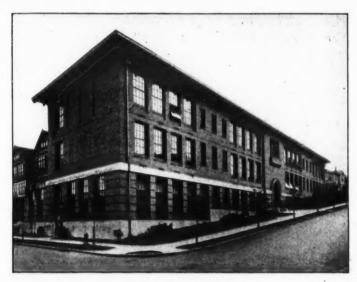
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\$6,000. Increases of \$1,000 or more were given to 24 district superintendents and four county superintendents. Only two positions were lowered in

There are no women superintendents in Pennsylvania although thirteen assistant superintendents

The assistant superintendents, whose qualifications are the same as superintendents, compose a group of 99 assistant county superintendents and 22 assistant district superintendents, thus making a total of 121. Among the number are 58 who hold bachelor degrees, 34 with master degrees, and 8 who have been granted the doctorate. The average salary of these officials is \$3,146 for assistant

age salary of these officials is \$3,146 for assistant county superintendents, and \$5,882 for assistant district superintendents.

DR. NEWLON TO DIRECT LINCOLN SCHOOL AT TEACHERS COLLEGE

Jesse H. Newlon, superintendent of schools at Denver, Colorado, on April 16 presented his resignation to the board of education. He will become director of the Lincoln School and professor of director of the Lincoln School and professor of education at Teachers College, Columbia University,

education at Teachers College, Columbia University, New York.

Dr. Newlon has been an educator for more than twenty years, and started his professional career as a small-town superintendent in Indiana in 1905. He is a graduate of Indiana University and holds degrees given by Columbia and Indiana universities and by the University of Denver. After graduation. Dr. Newlon held a number of teaching positions in Indiana and Illinois. His work attracted the attention of the school board at Lincoln, Nebraska, and in 1916 he was elected superintendent in that city. While in Lincoln, Dr. Newlon attracted attention by his methods in building up the school system and carrying out a successful bond issue of large size. He was also successful in increasing the salary schedule for the teachers and placing a single-salary schedule in effect.

In 1920, Dr. Newlon left Lincoln to become head of the school system at Denver. Here his leadership manifested itself in the establishment of a single-salary schedule, in the operation of three extensive and in the development of a

salary schedule, in the establishment of a single-salary schedule, in the operation of three extensive building programs, and in the development of a program for the revision of the course of study. One of Dr. Newlon's special problems in Denver was the waging of a fight for public education against certain newspapers which had attempted to

interfere with the schools and inject political influences. His curriculum study for the Denver schools attracted considerable attention and the results of the system were studied by educational authorities. The single-salary plan in use in Denver has been frequently studied and its benefits have been sought by numerous school boards throughout

the country.

Dr. Newlon was elected president of the National Education Association in 1924 and presided at the convention held in Indianapolis in 1925.

Dr. Newlon is at present a trustee of the Lincoln School but will relinquish this office in order to take up his new position as director.

—An inquiry was made by the Racine, Wisconsin, school authorities as to the practice of boards sin, school authorities as to the practice of boards of education in providing the superintendent with an automobile. A questionary was addressed to 114 cities in the United States, mainly those having a population of less than 100,000. The replies were to the effect that in 32 cities the boards of education provide their superintendents with automobiles, and in 61 cities the board pays for the upkeep. In a number of cities the superintendent is allowed \$20 a month for maintenance; in some \$25 a month; and in a few \$35 a month. In others, sums ranging from \$300 to \$500 per year are allowed.



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—Olive Thompson of Kansas City, Ephraim Voorhees of Leavenworth, and C. E. St. John of Arkansas City, are the new members of the Kansas state board of education. The other members, by statute, are George A. Allen, superintendent of public instruction; Dr. E. H. Lindley, chancellor of Kansas university; Dr. F. D. Farrell of the Agricultural college; Dr. T. W. Butcher, Dr. W. A. Lewis and Dr. W. A. Brandenburg of the Teachers' colleges.

colleges.

—Craig Wright, H. T. Rollins, and T. P. Sharp-

—Craig Wright, H. T. Rollins, and T. P. Sharpnack are the newly elected members of the Des Moines, Iowa, board of education.
—A. A. Rankin and R. Lester Kelly have been elected to the Tacoma, Washington, school board by a vote of 7,776 and 7,554 respectively, being the two highest out of four candidates.
—The Cambridge, Mass., school committee at a recent meeting, denounced the Cambridge Public School Association "for butting in and being meddlesome." Charles F. Hurley, a member, said: "This organization is trying to run the school committee."

committee."
—Dr. M. H. Whitlock was elected president of the Peoria, Illinois, board of education without opposition.

opposition. —Dr. John Benson and Leslie Touzalin were elected members of the Joliet, Illinois, board of education. There were no candidates against them. —Miss Gertrude Sherman was elected president of the Wisconsin Association of School Boards at the annual meeting held at Madison; Prof. E. B. Skinner, president of the Madison school board, was elected vice-president, and Mrs. O. B. Strouse of Arcadia, was elected secretary. of Arcadia, was elected secretary.

—Supt. Frank E. Parlin of Chelsea, Mass., has had a highly constructive professional career. In Quincy and Cambridge, before he went to Chelsea, he was a builder professionally. The great conflagration that wiped out a large part of the city of Chelsea complicated the educational problems, but the teachers stood loyally by Dr. Parlin, and upon his retirement gave him a hearty, appreciative Godspeed, seasoning it with gold in abundance.

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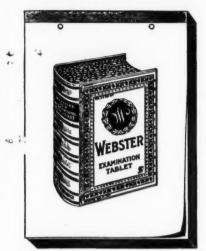
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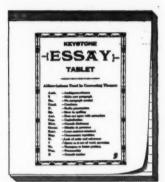
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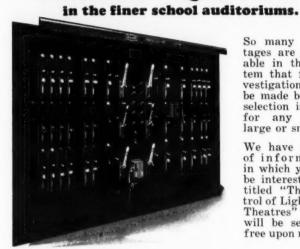
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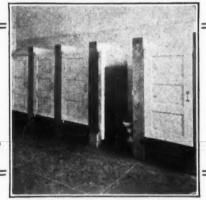
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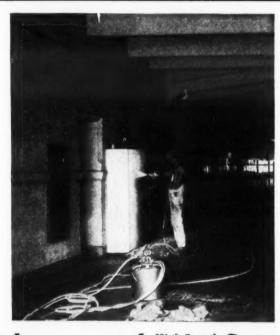
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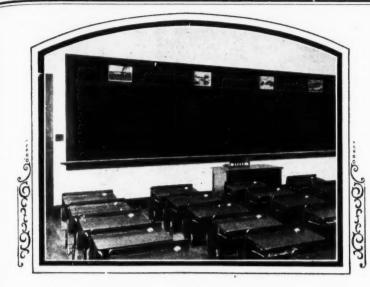
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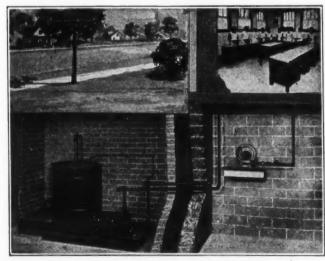
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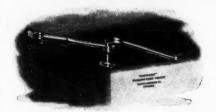
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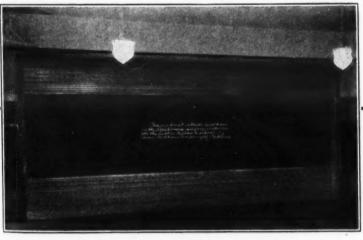


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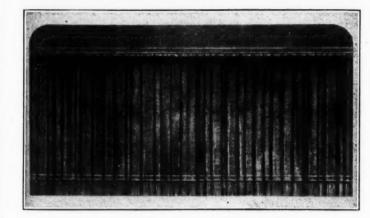
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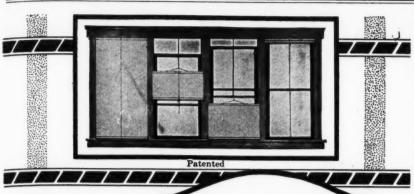
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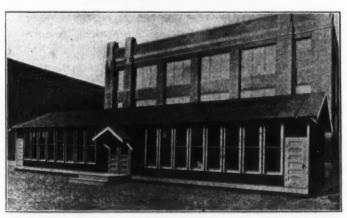
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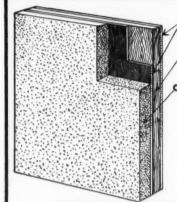
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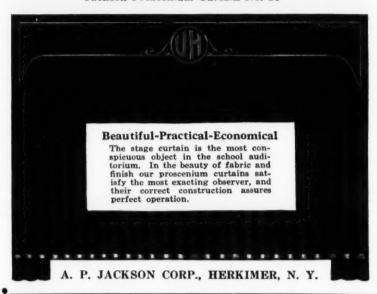


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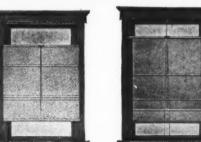
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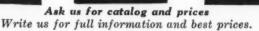
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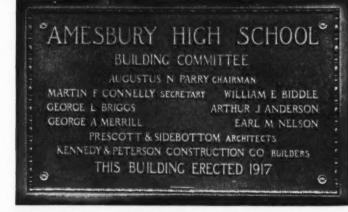
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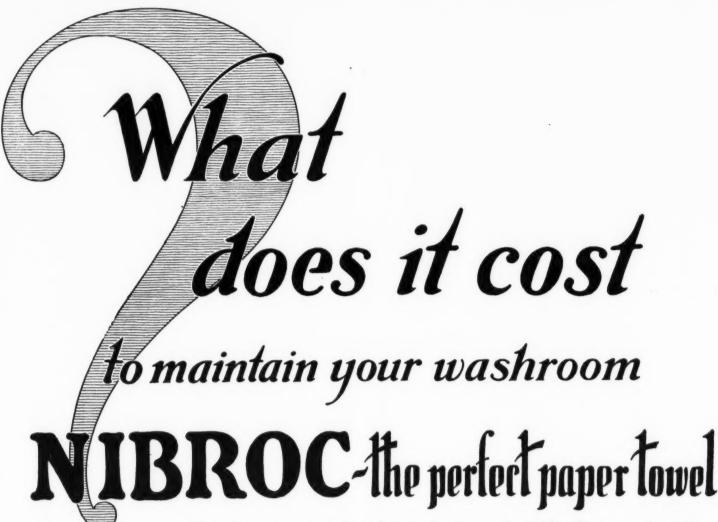
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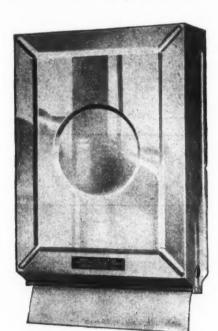


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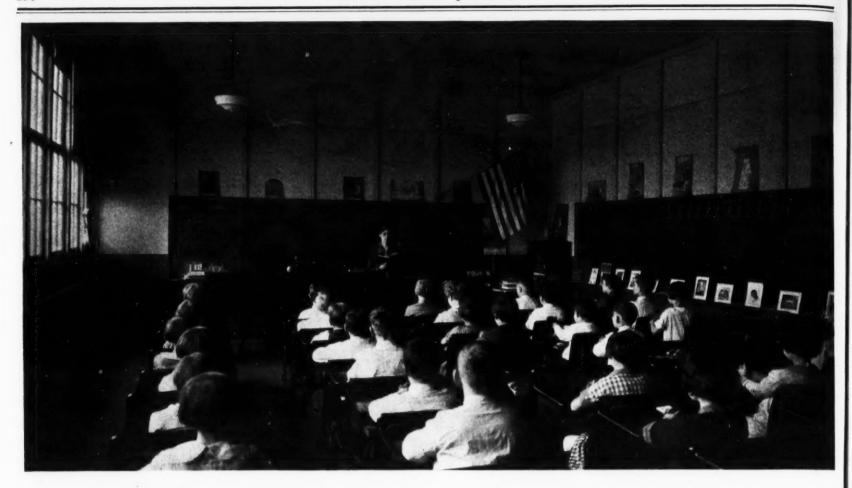
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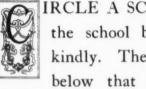
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Wayne Iron Works. Wearproof Mat Company. Weber Costello Company. Webster & Company, Warren Weis Mfg. Company, Henry Wiese Laboratory Furniture Co. Williams Pivot Sash Co., The Wilson Corp., Jas. G Winston Co., The John C Young Pump Company	17
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THE WRONG SIDE

Mr. M. H. Moore, superintendent of the Fort Worth, Texas, schools, used the following joke in talking to groups of women. He claims no originality for he informs us that he found it in Holland's Weekly, published in Dallas, Texas, but he does claim that it is very effec-

"A certain old grandmother came to visit the home of her son. In this home was a little grandchild who had never seen the grandmother before and she was, of course, a great curiosity to him. Soon after the old lady's arrival, the father and mother left the room, leaving the little boy and his grandmother together. After looking her over for a little while the little boy said to her, 'You say you are my grandmother?' She replied, 'Yes, I am your grandmother on your father's side.' The little boy immediately replied, 'Well, you are on the wrong side.' "

LET GEORGE DO IT Dr. C. E. Githens, superintendent of schools at Wheeling, West Virginia, believes that wit is a necessary means to further education. He writes as follows:

"For years I have had our teachers indulge in humorous tidbits that had a point that required some wit to note. In fact, I introduced these in the measuring of the I.Q.

"The following occurred in Union School, Wheeling, some fifteen years ago:

"The teacher of the 1B grade was instructing her pupils to make the letter 'a' and asked a bright-eyes pupil to come forward and make the letter on the blackboard.

"He evidently had been reared in surroundings not only where 'let George do it' prevailed, but also where non-Sunday school language had been in vogue, as his reply was:

"'Oh, I'd rather you'd do it, you can make it -d sight better than I can!"

NEEDED COOPERATION

Mr. J. A. Jackson, superintendent of schools, Clarksburg, W. Va., believes in cooperation. On recent occasions he used a story on cooperation, with very excellent effect. Here is the way Mr. Jackson tells the story:

"A twelve-year-old boy had long wanted a pair of long trousers. One Saturday afternoon his father bought him a pair. The boy took them home proudly and tried them on, but alas, they were far too long.

"He asked his mother to cut off six inches, but the mother said, 'I'm sorry, but I'm busy, preparing for Sunday dinner and I just can't do it today.

"The boy went to his sister with the same request, but the sister replied in the same vein, giving as her excuse the fact that she taught a Sunday-school class and had her lesson to prepare. The boy decided to do it himself, and accordingly cut off six inches, folded his trousers away and went to bed. After awhile when the mother was through with her work, she had some feelings of remorse, slipped into the room,

got the trousers, and cut off six inches.
"Later, after the sister finished her lesson, she, too, thought she had not treated her brother very well, so slipped into the room, got the trousers, and cut off six inches.

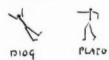
"Sunday morning the boy rose early, put on his new trousers, but found them even shorter than his old knee breeches.

"He found his mother and sister, and said, 'What we need around this house is more co-operation and not so much operation.'"

DIOG. VS. PLATO

William McAndrew, superintendent of the Chicago schools, whose fondness for humor and ability for illustrating his addresses are well known, runs true to form with a new story about two ancient historical characters.

Mr. McAndrew launched into his story with this laconic phrase, "Here's mine." The illustration is Mr. McAndrew's.



"Diogenes used to bother Plato somp'n awful. Once, when Plato was endeavoring to make clear the difference between a percept and a concept, he said, 'You see this cup, you have a percept of it. You see this other cup, you have a percept of that, and the same with this table and that table. Now, if I take them away and I speak of a cup or table, you have a concept of tableness and cupness quite distinct from any one individual cup or table.'

"Diogenes spoke up, 'Well, Plato, I can see your cup and your table, but I'm hanged if I can see your cupness or tableness.'

"'That,' sweetly said Plato, 'is because, Diogenes, thou hast eyes to see, but no intellect with which to comprehend."



Son. "Dad, what is a polyglot?"

Dad. "My boy, your father had to leave school and go to work long before he got far as geometry."—Punch.



BEHAIM GLOBE EXHIBITED AT DALLAS CONVENTION

An interesting sidelight at the Department of Superintendence convention at Dallas, Texas, was an exhibit of a replica of the original Behaim globe of the world by the Weber Costello Company of Chicago Heights, Ill. So far as known, this reproduction is one of three in existence today and is one of two to be found in the United States.

The original globe was chartered and constructed by Martin Belaim in 1492. Behaim was born in Germany, in 1459. After completing his educa-tion for commercial work, he set out on a series of travels and explorations which later were instrumental in the production of his world-famed globe.



He is credited with several exploratory trips which resulted in the collection of much valuable data and

resulted in the collection of much valuable data and information later used in the making of the globe. The replica of the globe is interesting. While there is no north or south pole, the crude outlines of Spain, Portugal, France, Italy, and neighboring countries are quite similar to those in modern maps. The color of the globe is harmonious and regular. The sea is a dark blue and the land bright brown, with patches of green and silver representing forests and regions buried under ice and snow. There are hundreds of small illustrations like coats-There are hundreds of small illustrations like coats-of-arms, strange fish and sea serpents, and boats covering the globe. The globe is considered a masterpiece which has come down through history as one of the great pieces of workmanship of an earlier day.

The original Behaim globe is on display in the Germanic Museum in Munich, Germany, where it is viewed annually by thousands of people.

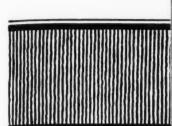
Catalog of Door-Holding Equipment. The G Johnson Corporation of LaPorte, Indiana, has issued its 1927 catalog of door-holding devices equipment which merits the attention of mechanical engineers, architects, building-hardware dealers, and building managers.

The catalog describes and illustrates three different types of door-holding devices—the Hercules door holder made in cast bronze in various sizes and finishes, and made to operate with the foot; the Aristocrat, also made in cast bronze, built for over-head use, and designed for entrance and exit doors; and the Rawlings automatic door-holder and bumper, made in floor and wall types, in both large and small sizes, and adapted for medium and large doors, such as bronze and heavy wood doors in entrances and corridors.

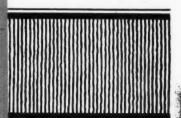
The catalog also lists door bumpers in both floor and wall types, door hooks, and a type of automatic door holder and bumper.

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Group of Pupils in the Lunch Room



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